

## Inspection report for early years provision

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<b>Unique reference number</b>	EY340894
<b>Inspection date</b>	21/04/2010
<b>Inspector</b>	Claudia Padfield
<b>Type of setting</b>	Childminder

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder registered in 2006. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged four and 13 years in Bracknell, Berkshire. The childminder makes use of local facilities such as parks and toddler groups. The childminder can take children to and collect them from local schools.

The childminder uses the whole of the ground floor of the house for childminding. A fully enclosed rear garden is available for outside play. Her registration permits her to care for five children under eight years and of these only two may be in the early years age range, at any one time. She currently has two children on the Early Years Register on roll. The family have three cats.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The childminder provides a very welcoming and safe environment for children in her care. She is meticulous in her support of their welfare and learning needs, ensuring they are happy and secure at all times. Children's potential and individual learning are expertly catered for through detailed planning, observations and reflective assessments of their all round development, and therefore children make exceptional progress. The childminder forms positive relationships with parents sharing a wealth of information about her service and the wider community. The childminder has excellent systems in place to reflect on the service she provides, embracing training opportunities with relish to keep her knowledge current and provide the best outcomes for children in her care. The childminder will be continuing development of her evaluation of her service to identify areas for improvement.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the evaluation and reflection of the service

## **The effectiveness of leadership and management of the early years provision**

The childminder has a thorough understanding of her role in safeguarding children, she has completed the safeguarding toolkit and applied to attend the next level in training. Her written information ensures that children are fully protected from harm and her meticulously clear policies and procedures are shared with parents. Children are fully engaged in learning about how to stay safe through discussion and daily routines. Risk assessments are pertinent to the setting and are clearly

evaluated for their effectiveness to protect the children in her care.

The childminder is proactive in developing her wider partnerships, parents are pleased with the wealth of information they receive and especially enjoy the photographs and monthly newsletters that capture special moments and share information regarding new research, for example healthy eating and the impact on children's sleep. Children and their families are truly valued as individuals and exciting activities enable children to develop an understanding of being healthy and how to stay safe. Children move freely around the attractive range of resources, making choices and engaging the childminder as they play. The childminder knows when to let the children have space to revisit play experiences and enjoy their own learning.

The childminder is highly motivated and drives the improvement of her service through continually researching related resources, this she shares with parents to ensure the best outcomes for children in her care. The childminder uses the self-evaluation process very well, she uses questionnaires with the parents and children to gain feedback and identify areas for improvement or change and reflection of her activities and weekly menus enables her to plan effective outcomes for all who attend. Children enjoy a culturally diverse range of celebrations that are well researched and supported by the effective use of the local library.

## **The quality and standards of the early years provision and outcomes for children**

Children are truly settled and flourish in the care of the childminder. They are encouraged to be independent in their play, but well supported by long, medium and short term planning which expertly responds to their individual interests and abilities. Activities are very well planned and differentiate the level of learning to ensure all children are fully challenged and feel valued in the home. The Childminder writes monthly newsletters that capture the children's enjoyment and learning. This is clearly documented by various styles of observations covering all six areas of learning. Each observation is then used to plan the future range of challenges for that area. This is cross referenced to the tracking system, a useful key is given to parents to ensure they fully understand any abbreviations used. Thoughtful reflection details the level of children's engagement and possible methods to take the learning further or ways to revisit and consolidate learning that is newly acquired. Children play with the farm set remembering the visit to the farmyard the week before. They excitedly remember the different noises each animal made, counting and sorting as they recreate the enjoyment of the day. The childminder listens with interest using effective questions and simple explanations so that children's curiosity is fostered and an eagerness to learn is developed.

The childminder has excellent relationships with parents. She seeks the views from parents and children using their comments within the evaluation of her service. Daily routines enable young children to learn about staying healthy and safe as they use the step up to wash hands knowing about germs and the need to be clean before eating snacks. The childminder encourages children to discuss and negotiate building high levels of self esteem and confidence. Children have a real

sense of belonging and feel very safe within the setting. The calm environment and effective praise ensures the children behave exceptionally well, this is in response to clear expectations and explanations. All are preparing the children for future settings they may attend.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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