

Inspection report for early years provision

Unique reference number	EY344539
Inspection date	13/05/2010
Inspector	Sheena Bankier

Type of setting	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.

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Description of the childminding

The childminder has been registered since 2006. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for five children under eight at any one time, of which three may be in the early years age group. There are currently five children on roll in the early years age group. Children attend on a part-time basis.

The childminder lives with her husband and three school aged children in Caversham, near Reading. The downstairs is mainly used for childminding with access to the first floor mostly for sleeping facilities. There is an enclosed garden for outdoor play. The family have a pet cat.

Local facilities are within walking distance, such as, parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools. The childminder is able to support children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children benefit from both purposeful and spontaneous learning experiences that underpin their learning and development very well. Highly effective procedures promote children's well-being and safety. The childminder is proactive and very committed to increasing her knowledge and understanding further. This thoroughly underpins excellent continuous improvement. Very cohesive partnerships with parents and others fully contribute to exceptional continuity and consistency for children.

What steps need to be taken to improve provision further?

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

- encouraging parents to contribute to their child's learning and development record.

The effectiveness of leadership and management of the early years provision

The childminder has a full and very clear understanding of her responsibilities to children's welfare. She demonstrates an excellent understanding of safeguarding issues, such as, potential signs and symptoms that may raise concerns, and the procedures to follow in the event of such concerns arising. Safeguarding training underpins the childminder's knowledge and understanding very well. Thorough

daily risk assessments greatly minimises potential risks and hazards to children in and outside of the home. The childminder holds a current first aid certificate. She has written procedures in respect of emergency plans, evacuation procedures and sick children. This significantly protects children's well-being and good health. Discussions and excellent use of resources introduce children to learning about their own safety, such as, a children's television programme about the fire service that leads to discussions and practising the evacuation procedure.

Further training enables the childminder to successfully reflect and review her practice. She fully recognises the strengths of her provision and is highly active in extending her practice, and therefore maintains optimum continuous improvement. For example, the childminder fully develops her knowledge and understanding of diversity through researching thoroughly. This means she provides accurate information to children's questions about people different to themselves, and provides meaningful activities to celebrate different cultural and religious events, such as Eid, Diwali and Easter. As a result, children learn to value different aspects of their own and other people's lives. A welcoming and inclusive environment ensures children feel integrated and valued at the childminder's home. Children have equal access to wide range of age and stage appropriate resources, irrespective of gender.

Communication with parents and others is extremely good. The childminder ensures an excellent flow of information between herself, parents and other settings. As a result, children's day to day needs are fully understood to ensure continuity. A comprehensive range of information is available to parents to keep them fully informed. The childminder provides written daily diaries, policies and procedures, and access to children's records of progress. She frequently exchanges information with parents and other settings about children's progress. This enables her to take fully into account children's learning and development at home and in other settings. As a result, the childminder provides activities and experiences that thoroughly consolidate and complement their learning at home or other settings. Through exceptional communication with parents the childminder clearly understands children's achievements and progress made at home, although does not currently add these contributions to her records of development to provide a wider picture of children's progress.

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

The childminder has an excellent understanding of children as individuals, for example, their likes, dislikes and approach to learning. As a result, she is able to provide activities and play experiences that fully reflect these. Excellent relationships are in place. Children feel extremely safe and secure in the childminder's care and benefit from very warm care and attention, for example, younger children enjoy 'snuggling in' for a cuddle with her, reflecting the two-way affection in place. Children develop a very secure understanding of the expectations of behaviour through clear boundaries and discussions, such as waiting for supervision when playing on large physical play equipment. This supports children's very good understanding of the agreed rules, sharing, caring

for and respecting others. Children develop high levels of self-esteem self-worth and confidence through the ongoing praise and encouragement children receive. Children make positive contributions to the setting, such as, tidying up, being involved in food preparation and clearing away plates after eating.

Children freely explore and investigate the toys and resources. This enables them to make their own choices and decisions, and initiate their own play and ideas. The childminder follows children's interests extremely well and incorporates learning experiences within these choices. Children demonstrate a keen interest in books. The childminder knows their individual favourites and they enjoy reading these together. She asks purposeful questions to stimulate children's thinking skills and language development. This results in children enjoying books and developing very good language skills. The childminder has a very sound understanding of how to support children who speak English as an additional language. She learns key words in children's home language to use in the setting and has resources, such as books and word cards in other languages, which she uses with all the children. As a result, languages are fully valued.

Regular routines enable children to develop a very good understanding of personal self-care, such as hand washing and teeth cleaning routines. The childminder supports children's understanding about being healthy very well. She involves children in preparing snacks and meals, uses discussions and explanations, and resources, for example, books to underpin children's understanding further. The childminder provides a very good range of home prepared and cooked meals that are healthy and nutritious. Children benefit from plenty of fresh air and physical activity. They walk everywhere locally, use the garden and local parks. The childminder clearly demonstrates an excellent understanding of enabling children to challenge their physical skills and to develop confidence in their ability to recognise and manage risks, such as when using climbing equipment.

Excellent use of the environment and community facilities extend and support children's learning extremely well, for example, spotting letters, numbers and colours as they walk, listening to and observing wildlife, visiting toddler groups, and trips to the museum. As a result, children learn through fun and interesting activities, increase their social skills, and their knowledge and understanding about the world around them. Children develop excellent skills for the future through the purposeful interaction and support the childminder provides, and the wide range of meaningful activities, outings and play experiences.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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

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