

Inspection report for early years provision

Unique reference number	EY341985
Inspection date	14/09/2010
Inspector	Anne Faithfull
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.

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 both the compulsory and voluntary parts of the Childcare Register. She lives with her three adult children in Caversham, Berkshire. The childminder makes use of local facilities such as parks and local countryside. The childminder can take children to and collect them from local schools. The family have a cat and dog.

The childminder uses the whole of the ground floor of the house for childminding with provision for children to sleep in the first floor bedroom. A fully enclosed rear garden is available for outside play. Her registration permits her to care for six children under eight years and of these three may be in the early years age range, at any one time, and she is currently minding three children who are within the Early Years Foundation Stage on a part-time basis. The childminder also provides care for children age five to 11 years old and is registered for overnight care for two children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish when in the care of this childminder. The excellent relationships developed with parents are a key strength of the setting and ensure the childminder has a very good knowledge of each child's individual needs and requirements. Children's welfare, learning and development needs are met exceptionally well by the enthusiastic and dedicated childminder. The childminder clearly understands that children learn through play and provides them with exceptional and exciting learning opportunities. The childminder has very effective systems in place to evaluate her service and is totally committed to continuous improvement and development.

What steps need to be taken to improve provision further?

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

- extending the evaluation systems in place to include the views of children who attend.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded as the childminder has a very clear understanding of her role and responsibilities to protect children in her care. Children are cared for in a safe and secure environment. Children are never left

unattended with unvetted persons and the childminder regularly talks to the children about stranger danger. The childminder is very passionate about her work with children and uses her many years of experience as a childminder to ensure children thoroughly enjoy their time with her. She demonstrates excellent organisational skills and has a range of highly relevant policies and procedures relating to all aspects of children's welfare in place. Children move freely and safely between areas of the childminder's home because she conducts excellent risk assessments, which are supported by rigorous daily safety checks. Comprehensive risk assessments are completed on outings to ensure the ongoing safety of children when away from her home. The childminder ensures all children learn about keeping themselves safe, for example, by carrying out regular fire evacuation procedures and reminding them not to run in the house.

The exceptional child orientated playroom enables children to independently choose from an amazing and stimulating range of toys and resources. The childminder makes excellent use of the local environment to provide a range of child-led and adult-led activities and experiences for the children. Equality and diversity is promoted well by the childminder, for example, encouraging the children to value each other's differences. Children who attend with specific and complex needs are supported exceptionally well and the childminder ensures they are included in all activities and experiences. The childminder is deeply committed to providing an inclusive environment for all children and their families. She ensures all children are respected, valued and included. Children's art work is attractively displayed all around the home on the walls and doors. This gives children a sense of belonging.

The partnership with parents is outstanding. The childminder recognises the importance of working with the parents to ensure children's interests and development needs are addressed and their welfare fully promoted. The parents' notice board contains a wide range of information and leaflets. Parents receive regular information, through verbal communication, the daily diary, and regular access to their child's individual file. Parents make many positive comments in their reference letters and conversations with the inspector. They talk about her being a 'one in a million who goes the extra mile'. All parents comment on how flexible and accommodating the childminder is to their individual requirements for their child. They describe the setting as 'exceptionally happy, caring and stimulating'. The childminder has developed excellent links with other settings the children attend, for example, meeting and taking photographs of children's key workers before they start to ensure they are familiar with the adults looking after them.

The childminder regularly meets up with other childminders in the area to ensure they share their ideas and best practice. The childminder has a clear vision for her service and is highly motivated and committed to improving her knowledge and practice. She attends regular training courses and has obtained an NVQ Level 3 since her last inspection. Excellent systems are in place to monitor and evaluate her practice. The childminder welcomes feedback from parents about the service she provides, however, currently she does not seek the views from children who attend about her childminding service. The completion of the Ofsted self-evaluation form, combined with regular monitoring and purposeful reflection, ensures the childminder continues to provide the best opportunities for children in

her care.

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

Children make excellent progress in this stimulating, learning and caring environment. They are confident, settled, extremely happy and secure. The childminder supports all children well in their learning as she encourages their early interests and inquisitiveness. The childminder organises her home and garden well to ensure children receive an exciting, inspirational and wide variety of toys, resources, experiences and activities. Children thrive in the childminder's care and really benefit from the individual time and attention they receive from the childminder, who clearly enjoys her work with the children. There is an excellent balance of adult-led and child-led activities and experiences. Children develop positive attitudes towards learning as all activities are fun and based on children's own ideas, interests and abilities. This ensures no child is disadvantaged and all children are challenged appropriately. Flexible planning is in place and totally reflects the interests and spontaneity of the children. Children have their own learning file where the childminder records the observations she makes and uses these observations effectively to help identify and plan for the children's next steps in their learning.

Children enjoy many creative activities such as designing their own tee-shirts and making bracelets out of a variety of beads. They readily colour, paint and draw and show great delight as they see their art work displayed. They are aware of recycling as they make items out of old boxes and use a range of other media including wool, felt and natural items they find in the woods. Children are encouraged in many ways to develop their senses, such as using the treasure box which contains a range of natural items, textures and objects including lemons cut in half and sea shells. The children have to feel, smell and describe each item they pull out. Children explore number shape and size in a variety of ways, for instance, counting items when they are out or the number of steps they are climbing. The childminder encourages the children to be aware of the environment as they plant seeds, water the plants and talk about the seasons and why the leaves are falling from the trees. Children use their imagination well. They dress up and play together in role play situations and pretend to talk to their mummy on the phone. They experience different sounds as they readily play the musical instruments and enjoy banging and blowing the instruments together.

The childminder is very patient and calm and uses effective strategies to encourage children to behave well. Praise and encouragement is continually given to help the children to develop their confidence and self-esteem. Children show care and concern for each other and readily greet another child when they arrive and include them in their play. Children are reminded of their manners and readily say please and thank you when appropriate. The children think of others, for example, they find some play food items and put in front of the dog, commenting that the dog needs his dinner as well. Children are able to express how they are feeling as the childminder uses a glove with different faces. This enables children

to tell the glove which of the faces they are feeling today, for example, happy or upset. Children have many opportunities to socialise with others as the childminder regularly meets up with other childminders in the area for all the children to participate in a variety of activities and experiences.

Excellent policies and procedures ensure that children do not attend when they are infectious and they are very well cared for if they become unwell or have an accident. Children have many opportunities to develop their physical skills, for example, playing in the garden or experiencing challenge as they climb on fallen logs and trees in the woods. The childminder demonstrates an excellent knowledge of food safety and healthy eating. She ensures food provided by the parents is stored and heated up appropriately. Children are encouraged to try new foods in a variety of ways, such as making smoothies from the blackberries they have picked. The childminder works in partnership with the parents in a sensitive way to address any eating concerns with the children. Children are very aware of the routines in place, such as washing their hands before eating and after touching the dog. Children who attend after school are given opportunities to rest and relax or sit quietly in another room to complete any homework.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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