

Inspection report for early years provision

Unique reference number	EY222975
Inspection date	14/09/2010
Inspector	Jo Graham
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 a registered childminder since 1989 and is on the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register. She lives with her husband and two grown up children in Caversham, Berkshire. Local shops, parks and schools are all within walking distance. The whole of the ground floor is used for childminding. Toilet and sleeping facilities are provided upstairs. There is a fully enclosed garden available for outside play.

The family have no pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in the early years age group and three children under 8 years. She also offers care to children aged over 8 years to 11 years. The childminder attends the local carer and toddler group on a regular basis. She is a member of the National Childminding Association. She holds a National Vocational Qualification (NVQ at Level 3) in early years childcare and education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder reflects and monitors her practice exceptionally well and this significantly ensures she maintains high standards for the children attending her setting. Children's welfare is significantly promoted and safeguarded through the childminder's excellent organisation skills and high quality documentation. Inclusion is strongly promoted as the childminder recognises the children's uniqueness, skillfully adapting activities to meet their individual needs. The childminder's robust safeguarding procedures ensure the premises are securely managed and all persons living in the household have relevant checks. Children's all round learning is thoroughly recorded to ensure the childminder plans for their next developmental steps and they access a wide and extensive curriculum.

What steps need to be taken to improve provision further?

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

- consider incorporating a variety of observations methods to accompany the current effective system.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent knowledge of procedures to follow if she has concerns about children in her care. She ensures she updates her safeguarding knowledge intensively and regularly, through attending training and accessing literature. Children demonstrate they feel very safe and the childminder teaches them how to be safe. For example, the children explain to visitors that the lava lamp gets very hot and that they must not touch it and that they do not go upstairs unless supervised. Written in-depth risk assessments are robust and useful working documents, in which the childminder identifies potential risks to children inside, outdoors and when on outings. These records are updated annually and reviewed in line with children's individual needs.

Policies and procedures are robust, reviewed regularly and fully implemented. These are shared with parents and support the childminder effectively in her everyday practice. The childminder sustains the existing high standards through attending regular training to update knowledge, reviewing her documentation regularly and having a very positive approach to monitoring and evaluating her practice. Extensive praise and encouragement boosts children's self-esteem and develops their sense of belonging. Family context and make up is fully respected and acknowledged, contributing significantly to ensure children's individual needs are being fully met.

Children benefit immensely from the strong partnerships with parents. Diverse methods are used to ensure parents know about their child's day and achievements with the childminder and to communicate the child's developments in their own home and routine changes. These include daily diaries, emails, mobile phone texts, as well as daily verbal exchanges. Parents and some of the older children expressed their delight in the childminder's service through complimentary letters and emails. These were shared during the inspection process and detailed the childminder's strengths. The children's learning journeys are well maintained and contain excellent detail, which the childminder uses effectively to inform future developmental steps for each child. Photographs and examples of the children's creative work support written, detailed observations. Although the childminder currently uses narrative style observations, these are meticulous and comprehensive. Children's developmental records are regularly shared with parents to ensure they have detailed knowledge of their child's development within the Early Years Foundation Stage. The childminder builds up good relationships with the head teacher at the local school and through the parents if she does not visit the Early Years setting herself to ensure the information sharing supports the children's continuous care and learning needs very well. Children access an extensive range of toys and equipment, which are age appropriate, in very good condition and support individual developmental needs. These are easily accessible and children self-select with confidence.

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

Children are happy, relaxed and very comfortable in the childminder's care. They settle well to their chosen activities. The balance of adult and child led activities significantly fosters active learning. Play is planned, purposeful and effective in helping children achieve their full potential in all six areas of learning. Children's learning thrives and flourishes in the enabling environments, both inside and outdoors.

Children take part in an extensive selection of age and developmentally appropriate activities, such as exploring sand outside in the tray, climbing on large equipment in the local parks and dancing and singing to music. The childminder's role is significant in enabling the children to have the confidence to join in. She is extremely supportive, very encouraging and skillfully fosters and broadens children's learning. She engages the children's interests by asking questions to help them think and to extend their play.

The childminder vigorously plans activities to ensure children develop skills for the future. She enables children to share their news and views by allowing them sufficient opportunities to communicate effectively. She responds positively to their gestures, words and signs. She enthusiastically encourages their interests in books and written text, by reading the children's favourite stories and children access ICT equipment when they visit the local library. Children develop a positive image and respect of differences and the wider world. They access a wide range of resources and visit local places of interest regularly, such as the library, parks and museums. Activities such as walking to outings and for the school pick-ups as well as planting bulbs, introduce the children to sustainability. Children are encouraged to develop a positive sense of identity.

The children develop very good hygiene practices through gentle reminders and praise, as well as visual reminders in the bathroom. Easily accessible resources encourage the children's independence in their self-care skills, such as easily accessible baby wipes and paper towels. Children sit down as a group to eat snacks and meals and the childminder encourages social skills and manners very well. Children's behaviour is very good and consistently managed. They have an excellent understanding of the boundaries and the older children are involved in writing the 'house rules' to reinforce their agreement to follow the childminder's high expectations.

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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