

Inspection report for early years provision

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| Unique reference number | 116920 |
| Inspection date | 12/11/2010 |
| 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.

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 has been registered since 1993. 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 six children under eight at any one time. There are currently three children on roll in the early years age group.

The childminder lives with her husband and two adult children in Reading, Berkshire. The ground floor is used for childminding. There is an enclosed garden for outdoor play. The family have two pet cats. The childminder holds a recognised childcare qualification.

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 overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children take part in purposeful activities, outings and play experiences that extend and develop their learning and development exceptionally well. The childminder has an excellent knowledge of the children as individuals. She has a thorough understanding of her practice and is very committed to sustaining a high quality service. Excellent practices and procedures support and promote children's good health, safety and welfare. Documentation is overall highly comprehensive. The childminder is proactive in her approach to developing successful partnerships with parents and others.

What steps need to be taken to improve provision further?

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

- encourage parents to contribute further to children's records of progress.

The effectiveness of leadership and management of the early years provision

The childminder has a thorough understanding of safeguarding issues. She has a comprehensive understanding of her responsibilities to children's welfare. The childminder has a wide knowledge of potential signs and symptoms of abuse, and a very confident understanding of the procedures to follow in the event of concerns arising. Effective risk assessments and daily checks promote children's safety thoroughly in and outside of the home. Purposeful procedures are in place

for outings, including raising children's awareness and understanding of their safety while out with the childminder.

Training enables the childminder to successfully review and reflect on her practice. She actively makes improvements as a result to benefit the children, for example, she makes changes to activities and outings to further extend children's learning and development. The childminder proactively encourages the views and opinions of others including parents and children. She works with the local authority early year's advisors and belongs to an approved childminding network. This enhances her exceptional practice. As a result, she makes excellent continuous improvement.

The childminder has a wide range of resources that are easily accessible to children. She purposefully uses local facilities and amenities to promote children's learning and development further, such as, exploring in the local woods. The childminder welcomes all children and enables them to develop an exceptionally strong sense of belonging and inclusion. She values and acknowledges children's individual backgrounds very successfully, for example, she and the minded children are highly respectful of others, and they all consistently use words in other languages children speak at home.

Excellent information is available to parents about the childminder's service, such as, information on display, newsletters, and written policies and procedures. The childminder provides extensive information to parents about their children's day and progress. Parents gain a thorough understanding of their child's day and achievements through written daily diaries, discussions and children's records of progress. The childminder discusses children's progress at home with parents. She currently does not add this information to children's records of progress to provide a wider picture of children's progress. The childminder is highly committed to working in partnership with others. She takes a lead role in establishing communication to promote children's learning, development and welfare successfully.

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

Children progress extremely well towards the early learning goals. They develop excellent skills for the future, such as, using numbers up to and beyond ten during their play and activities. An 'all about me' booklet provides purposeful starting points for children. The information links exceptionally well to the Early Years Foundation Stage and enables the childminder to plan extremely effectively for children's future progress. The childminder completes ongoing observations and uses photographs to record children's progress. She extensively identifies children's short and long term next steps of learning. Regular summaries and reports provide a thorough record of children's progress and achievements.

The childminder provides excellent interaction to extend and support children's learning. She asks skilful questions, encourages purposeful discussions and effective learning through play, for example, using mathematical language,

number and counting during role play, and encouraging children to identify colours during craft activities. Children initiate their own play and ideas, such as, imaginative bus rides together and the childminder extends these creative experiences through asking questions and encouraging children's ideas. Children develop their social skills with a wider group of children through regular contact with other people in the community. They regularly meet for group activities, for example, music and movement and story sessions.

Children are clearly extremely happy and settled with the childminder. They feel safe and secure in her care. They leave their parents with total confidence and are very at ease in the childminder's care. Exceptionally strong relationships are in place with the childminder and other children at the setting. As a result, children develop an exceedingly good sense of belonging. The childminder is an exceptional role model to children. Children use respectful manners without prompting, such as, please and thank you. They are extremely polite and demonstrate an excellent understanding of behaviour expectations. The childminder praises and encourages children with genuine warmth and enthusiasm for their efforts, achievements and behaviour. This extends children's self-esteem and confidence substantially. Children show an excellent awareness of responsibility, for example, tidying away resources when they have finished with them.

The childminder and children have excellent hygiene practices. Children wash their hands before eating and after using the toilet or potty, and brush their teeth. The childminder actively promotes children's understanding of healthy eating through a range of purposeful activities and experiences, for example, children keep a record of their 'five a day', they read books and create artwork in relation to adopting a healthy lifestyle. Children benefit from a variety of balanced meals and snacks that the childminder prepares. These always include fruit, salad and vegetables to promote healthy choices. Children have access to healthy drinks, such as, water and milk. Physical activities increase children's skills and confidence in their abilities. Outings and activities contribute to these skills, such as, balance and coordination as they play football or walk in the woods.

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

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| 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

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| 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

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| 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

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| 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

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| 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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