

Inspection report for early years provision

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| Unique reference number | 116913 |
| Inspection date | 19/01/2011 |
| 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.

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 1995. She lives with her family in Reading, Berkshire. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play.

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 four children in the early years age group. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder holds a level 3 childcare qualification. She attends the local parent/carer groups regularly. The family have two cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children significantly benefit from the childminder's excellent organisation skills and evaluative practices. Most identified areas to develop have been implemented to maintain current high practices. Partnerships with parents and carers are strong and are significant in making sure the children's individual needs are being met very well. To support children's development there is a wide range of age and developmentally appropriate play resources accessible to them; this helps promote their learning and provides stimulating challenges as they play and have fun. Robust management of documentation promotes children's well-being and safety.

What steps need to be taken to improve provision further?

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

- following self-evaluated identified areas of development to maintain high quality practices, especially with regard to completing children's observations

The effectiveness of leadership and management of the early years provision

The childminder's robust practice promotes the safeguarding of children. She ensures all persons living in the household and regular visitors have suitable checks and that persons not vetted are never left alone with the children. The written child protection policy contains up-to-date information and the childminder has a very good understanding of procedures to follow if she has any concerns. The childminder identifies potential hazards to children and minimises these by

keeping meticulous and detailed risk assessments, maintaining house rules and through sensitive verbal reminders. The childminder is vigilant to the children's needs and supervises them at all times, keeping them safe. She ensures children using the toilet facilities independently are still able to make contact with her by providing a whistle for them to use if they require support.

Very good quality policies and procedures support the childminder in her practice and she ensures parents are made aware of these at the time of their child starting. This ensures all children and families are treated with equal concern and respect and parents are aware of the childminder's high expectations. The childminder is extremely motivated to maintain continuous improvement and is reflective about her practice, pinpointing areas to develop and enhancing aspects of the provision; this significantly contributes to successfully promoting outcomes for children. The childminder is beginning to implement a new system to record children's developmental achievements and observations, as she believes the current system is time consuming. She identified this as an area to develop and is in the process of implementing the changes for all the children. Observations are completed and used to inform children's next steps of development and the childminder plans activities to accommodate children's varied interests and capabilities. The childminder introduces the children to the wider world through regular visits to places of interest in the local community and attending groups, such as meetings at a local children's centre.

Children feel a sense of belonging and are very much part of the family. Very good relationships are developed with parents through the daily sharing of information. The parents and childminder send and receive text messages and emails to one another, as well as share written information and partake in daily verbal exchanges. The childminder seeks and values the opinions of parents by asking them to complete questionnaires to ensure the provision meets their needs and those of their children. There are systems in place to link with other professionals and early years settings. The childminder has a very positive attitude to update and increase her knowledge. She has recently completed a childcare qualification, attends frequent training courses and shares good practices and her high standards with other childminders during regular drop-in groups.

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

The childminder is skilled in meeting children's individual needs and valuing their differences. Children progress very well in all areas of learning and flourish in the childminder's care, as she has a warm and reassuring nature. Children are effectively challenged and subsequently are able to use their initiative and develop independence. Children are self-motivated to explore their surroundings and to partake in their chosen activities. Children are very settled and respond to the calm and organised atmosphere, anticipating daily routines which aid to making them feel safe and secure.

Using regular observations, the childminder plans an extensive range of practical

and engaging activities, which appeals to the children, fosters their curiosity and helps them to engage with others. Children show increasing levels of attention and concentration as they focus on completing puzzles appropriate for their ages and stage of development. Children enjoy spending time with the childminder and form close trusting relationships with her and her family. They are developing strong bonds with their peers and learning the importance of sharing and turn taking. Their behaviour is very good and consistently and sensitively managed. Children have many opportunities to mark make as they take part in creative activities. Their communication skills are developed well as the childminder responds positively to their spoken words, signs and gestures. Children keenly explore electronic toys and confidently press buttons to operate these. This helps to develop skills for the future.

Parents provide children's meals and the childminder is aware of storing foods to ensure it remains fresh. The childminder provides snacks and promotes healthy eating and choices during these sociable events. The childminder prevents cross infection as she follows very good hygiene practices, for example, wiping down tables used for meals, before and after usage, and washing hands. Wet wipes are used to clean younger children's hands and faces, while older children have access to hand wash facilities and their own towels. Children sing and dance with the childminder, controlling their bodies with increasing skill. They match movements to the music and complete the actions to the rhymes. Children freely move between activities and the childminder ensures the children are extremely settled and busily occupied at all times.

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 | 2 |
| 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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