

Inspection report for early years provision

Unique reference number	116997
Inspection date	01/02/2011
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 2001. She lives with her husband and four children aged thirteen, twelve, 8 and 5 years old. They live in Reading, Berkshire. The accommodation is arranged over three floors, minded children do not have access to the top floor. There is a secure garden for outdoor play.

The childminder is registered to care for a maximum of five 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. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is prepared to take and collect children from local schools and pre-schools. The family have one cat.

The childminder holds an Advanced Diploma in Childcare and has completed Community Childcare training.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's learning and well-being thrives and flourishes as the childminder provides a very stimulating and enabling environment. The childminder's self-evaluation process is effective in providing an accurate appraisal of her current high standards and identifying next steps to secure improvements. Overall, relationships with other early years settings children attend are good although these are developing. Relationships with parents and carers are very good, helping to promote continuity of care and learning of the child. Children benefit from consistent positive praise and encouragement, boosting their self-esteem significantly.

What steps need to be taken to improve provision further?

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

- introduce alternative systems to encourage other early years settings children attend, to share relevant information regarding children's progress to promote continuity of learning and care.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a sound knowledge and understanding of how to implement the procedures for child protection, to ensure the safety and welfare of children. She fully understands her responsibilities and has up-to-date information and training. Children's welfare is promoted and their well-being is safeguarded by very good organisation and robust documentation. The childminder makes sure access to the premises is monitored and all persons in the household have suitable checks. Continuous improvement is a priority and excellent systems are in place to monitor and evaluate current practices. The childminder has a very positive attitude to sustain existing high standards and to continually improve the provision. She has addressed recommendations raised at previous inspections. She maintains copious and thorough risk assessments which identifies potential hazards to children in the house, garden and when on outings and how these are reduced to keep children safe. She has also purchased additional resources which depict positive images of diversity, including posters, small world figures and dual language books.

The childminder effectively meets children's individual needs as she recognises their uniqueness. She is aware of dietary and religious requirements, family context, home spoken language and children's varying abilities. This helps children to play an active role in the setting and to feel a huge sense of belonging. Children have access to a wide range of activities, both in the home and through visits to community groups. Toys and equipment are in very good condition, age appropriate and support children's developmental needs very well to move their learning forward. Children confidently self-select and engage for extended periods to their chosen activities.

Children thrive and achieve due to the effectiveness of exchanging of information and the close working partnership with parents and carers. The comprehensive systems to involve parents in their children's learning and development considerably impact on children's continued achievements. Parents are very happy with the care their children receive. They have a positive view of the childminder and the service she provides and willingly inform the inspector about their views via written correspondence. The childminder records accurate and evaluative observations of children's current levels of development and notes their next steps to further increase their achievements in all areas of learning. She uses these assessments effectively to inform future planning needs and to complete termly reports for parents to share in their child's achievements. The childminder is aware of the requirement to establish links with external agencies or other providers, to ensure progression and continuity of care and education for children attending. She is currently working on procedures to improve systems to encourage other early years settings to share information with her for children who attend both settings.

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

Children's learning is significantly enhanced by the childminder's excellent knowledge of children's developmental milestones and the Early Years Foundation Stage Curriculum. The childminder is familiar with children's individual capabilities and developmental stages and ensures they access a wide curriculum of planned and spontaneous activities suitable for each child. She evaluates her accurate observations to ensure these activities provide sufficient challenge to children to move their learning forward successfully.

The childminder establishes warm and nurturing relationships with children and cares for them in an inclusive and stimulating environment. Young children and babies establish their own identities and personalities as they use their voices and gestures to express their needs and how they feel. The childminder responds positively to their communications, for example, when they are tired or hungry or request to partake in specific activities. Children access a range of push button toys and the childminder introduces counting into everyday activities. For example, children count sandwiches and kiwi fruit on their plate at lunch time. These activities help to develop skills for children's future economic well-being.

Children are helped to be independent in their personal care skills and the childminder ensures she provides suitable resources to cater for their needs. For example, steps so children can reach the sink to wash their hands after using the toilet and double handed lidded cups for the baby to drink from. The childminder ensures children have time to experiment, explore and revisit their experiences. One child enjoys re-exploring the train set, which was made with the childminder the day before. The childminder skilfully knows when to intervene and offer suggestions and explanations, such as helping children to problem solve but also giving children opportunities to explore at their own pace. This significantly contributes to children's all round development and enjoyment. The childminder provides many opportunities to celebrate festivals and various activities on valuing differences. This effectively introduces children to the wider world and to access very good resources to promote all areas of diversity. Children are introduced to sustainability very well. They visit lots of groups in the local community using public transport or walking and re-cycle greeting cards for creative activities.

The childminder provides healthy meals and snacks and mealtimes are very sociable events. She effectively encourages babies to try new tastes and to develop their independent feeding skills by providing suitable finger foods. Drinks are available at all times and the childminder ensures children eat at suitable intervals, which suit their individual routine needs.

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	2
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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