

Inspection report for early years provision

Unique reference number	EY259982
Inspection date	26/01/2011
Inspector	Margaret Moffat
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 registered in 2002. She lives with her three school-aged children in Caversham, Berkshire. The childminder uses the whole house for childminding. There is a fully enclosed garden available for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups. The childminder takes and collects children from the local schools and pre-schools. The family have a cat.

The childminder may 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 this age group either part-time or full-time. She also cares for a number of school aged children before and after school. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is exceptionally well organised and totally committed to creating the best possible outcomes for children. She provides children with excellent opportunities to develop their skills and learning in most areas. As a result they are making very good progress and their individuality is recognised. She liaises with parents and other settings to ensure consistency of care and so that children achieve their full potential. Her self-evaluation is excellent and enables her to identify her areas for improvement and aims for the future.

What steps need to be taken to improve provision further?

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

- promoting mark making further by allowing children to label their own work.

The effectiveness of leadership and management of the early years provision

The childminder is passionate about her work and shows a commitment to developing her knowledge of child care and education. She has completed an early years qualification and regularly attends courses and meetings to develop her skills even further and keep her knowledge up to date. Her records are carefully maintained and her policies and procedures reflect her knowledge of the requirements and her commitment to promoting children's welfare. She demonstrates a very good understanding of her role in safeguarding children and

has excellent procedures in place to ensure children are cared for by a suitable adult in cases of an emergency. Daily risk assessments are completed of the home and garden to ensure children's safety at all times. All outings are planned and risk assessed with children's safety and enjoyment a priority. Children have opportunities to learn about their own safety as they become familiar with routines and dangers for example when feeding the ducks, crossing the roads and being involved in regular fire drills.

The childminder demonstrates her commitment to improving outcomes for children by reflecting on her practice and constantly seeks ways of improving the setting to keep standards consistently high. She has obtained the Reading Quality Assurance Award and is in the process of revisiting the modules hoping to achieve this again. The childminder organises her home well to maximise the play opportunities for the children. The develop independence as they self-select activities for themselves and confidently ask the childminder for others out with their reach. The childminder spends time talking and playing with the children, getting to know them well providing very good support for all. The childminder helps children to understand diversity and learn to celebrate people's differences. They have access to arrange of toys and resources to promote positive images and the childminder plans activities to help children celebrate different cultures and traditions from around the world.

The childminder builds very good relationships with the parents and they highly praise the service she provides, appreciating the open communication provided to keep them fully involved with their children's development. They see all essential information and share clear and informative progress records with the childminder which helps them gain and understand the Early Years Foundation Stage and how their children are developing towards their next steps in learning. They have many opportunities to be involved in their children's learning through an extension of the topics at home and helping children write about the adventures of the teddy when he goes home to their house for the weekend. The childminder liaises fully with all other providers involved in children's care, in order to enhance what they do elsewhere and adopt a consistent approach to their ongoing development. The building of effective partnerships with everyone involved in children's care helps ensure children are well cared for, happy and reaching their full potential.

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

Children play in a warm, fun loving, safe environment where they are very confident and relaxed. They clearly feel 'at home' with the childminder who treats them as one of the family and encourages good relationships. The childminder has a very good understanding of how children learn and develop and this helps her to plan for the individual children and cover all areas of learning. Her written observations are extremely good and help her clearly identify children's next steps for learning.

Children's language and communication skills are developing extremely well and

are a clear strength of the childminder. From an early age she introduces young children to the use of sign language to help with their communication. She continues to develop this as the children get older helping them develop this skill further using activities on a DVD helping them learn new words such as nurse and pyjamas. Children are encouraged to share their experiences and often talk about things they have done in the past and the childminder skilfully asks questions to develop their thinking. Children enjoy listening and joining in stories repeating familiar phrases and looking at the pictures as the childminder asks them to predict what is going to happen. Children have opportunities to mark make for example as they make lists for shopping trips. The childminder extends this activity as she provides the children with different picture lists for different shops such as greengrocer and butcher with a selection of items for them to collect when shopping. On occasions the childminder labels the children's work when older children are able to do this for themselves. Children make up their own stories both fiction and non-fiction and write and draw pictures to accompany these. This helps them express themselves freely and talk about their feelings.

A good range of displays, photographs and craft items children have made show that children have many opportunities to develop their creative skills and feel a sense of belonging in the childminder's home. They paint, draw and create items of their own design using a range of materials such as empty cereal boxes and dried pasta. They proudly show visitors the picture frames they have made and smile with delight as they are praised for their good work. Children thoroughly enjoy music and movement activities as they dance around with the childminder to the music playing musical instruments and laughing and giggling at the different funny dance movements they are making.

Children engage in a wide range of physical activities both indoors and out increasing their understanding of the importance of fresh air and exercise as part of maintaining a healthy lifestyle. Children adopt good personal hygiene routines and understand the importance of healthy eating. The Childminder prevents the risk of cross-infection; children have individual towels and paper towels for use in the toilet and visual displays remind children to flush the toilet and wash hands after use. Meal times are social occasions where the childminder takes the opportunity to talk to the children about healthy options and food that are good for them. They play a games as they say a colour and try and name a fruit or vegetable which is that colour.

Children have opportunities to be involved in fund raising activities which help them learn about children who are less fortunate than themselves. Children develop skills for the future through the wide range of activities and experiences they are involved in during their time with the childminder. They learn about recycling and are actively involved as they put items in the different boxes in the home and accompany the childminder on trips to the local recycling centre. Within the home they use kitchen roll inners as skittles and knock them over with the balls and the childminder encourages simple calculation as she encourages children to count and talk about how many they have knocked over and how many left to knock over. Children behave extremely well and develop positive attitudes to learning because the childminder shows an interest in everything they do. She is always close at hand with praise for every achievement no matter how small. As a

result children's confidence and self-esteem are developing well.

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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