

## Inspection report for early years provision

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<b>Unique reference number</b>	EY333089
<b>Inspection date</b>	01/02/2011
<b>Inspector</b>	Kim Mundy
<b>Type of setting</b>	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 was registered in 2006. She lives with her husband and two young children in Cippenham in Berkshire. The whole of the house is used for childminding and there is a fully enclosed garden for outside play. The childminder works with another childminder on her premises. She walks and drives to local schools to take and collect children, and she attends local pre-school provisions. The family has rabbits as pets.

The childminder is registered to care for a maximum of four children at any one time and of these, three may be in the early years age range. When working with another childminder, together they may care for six children in the early years age range and of these, not more than two may be under one year at any one time. They are currently minding five children in this age range on different days. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

This childminder celebrates an outstanding outcome for all aspects of her childminding service. Consequently, children make excellent progress in their learning and development in an atmosphere of care, nurture and support. The childminder successfully creates a welcoming, safe and secure environment where children's welfare is paramount. Highly effective systems for self-evaluation lead to continuous improvement in the childminder's service, for example, the childminder is keen to further enhance children's outdoor play experiences. Exemplary partnerships with parents and others fully support the childminder in meeting the children's individual needs.

## **What steps need to be taken to improve provision further?**

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

- develop further outdoor play experiences for children.

## **The effectiveness of leadership and management of the early years provision**

The children are having a fabulous time due to the excellent organisational skills of the childminder who ensures very high standards are maintained throughout her childminding service. She is extremely vigilant in ensuring the safeguarding of

children and recognises the need to inform and work with relevant agencies. In addition, visitors to the premises are required to log in and out, and criminal record checks are in place for adults in the home. Extremely comprehensive risk assessments are carried out to promote children's safety on the premises and outings. The childminder has a comprehensive range of policies and procedures to support her excellent childcare practices, which she continues to review.

The childminder has developed her own secure ways of monitoring her service to maintain continuous improvement. For example, although children's outdoor play experiences are currently fantastic; the childminder is keen to extend this even further. She is constantly looking to develop her skills through attending training courses and by keeping abreast of childcare issues.

The provision for promoting inclusive practice is outstanding. The childminder attends training in relation to caring for children with special educational needs and inclusion. Boys and girls achieve equally well because activities are designed to appeal to their different interests. High quality toys and resources are beautifully presented and well laid out with space for children to explore and investigate. The childminder provides an excellent range of good quality nursery furniture.

Exemplary partnerships exist between providers, parents and other agencies, for example, Health Visitors, learning support teachers and other childminding colleagues, who work together to ensure that children are well protected and that their needs are fully met. The childminder provides a wealth of information for parents; they are thrilled with the information they receive about their child's developmental progress. This is supported by photographic evidence and samples of their art work and early writing.

The childminder has thorough procedures in place to monitor and evaluate her childminding service which involves children and parents views. Children's comments are very positive; they love the outings and activities on offer. Parents complete questionnaires twice a year to express their views about the childminding service, for instance, 'Thank you for your support and flexibility through some difficult times' and 'My child thrives in your environment'. Current successes, excellent organisational skills and forward planning, confirm this childminder's outstanding capacity to improve.

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

Children are having a fabulous time in the childminder's care. Their health and well-being are positively promoted and required documentation supports the very good practice in place. The childminder has a current first aid certificate to manage any accidents appropriately and she keeps up-to-date in relation to food and hygiene training. The childminder's home is very clean and effective routines are in place to promote personal hygiene. Children learn about healthy lifestyles as they wash their hands before snacks and after toileting. They have individual flannels, towels and bed linen, which minimises possible cross-infection. The children's

individual dietary requirements are followed and they experience sociable meal times when they sit together and learn good manners. All food is presented in a fun and exciting way, which parents love because it encourages their children to try a wide range of foods. Children are very well-behaved; they particularly like the sticker reward system in place for good behaviour. Children are increasing their physical skills as they push and ride toys, and play on the apparatus in the garden. Children are learning about their personal safety as they tidy up the toys so that they do not become a tripping hazard. In addition, they participate in monthly fire drills so they know what to do in the event of a fire.

The childminder is very motivated and enthusiastic; children are at the heart of her childminding service. Consequently, they are exceptionally well cared for as they make excellent progress in their development. Parents share information about their child's developmental starting points and the childminder makes her own observations, which gives a very clear picture of how to help the children to make further progress. The continued record of observations of children's development provides a very clear picture of their excellent progression during their time with her. The childminder has extensive knowledge of the Early Years Foundation Stage. The very effective planning and observational assessment system identifies the children's next steps for learning and notes how the childminder will support children to achieve this.

Children are having a fabulous time and they are very excited and motivated by the excellent range of activities on offer, which supports all areas of learning exceptionally well. They are developing a strong sense of belonging as they find their name on their coat peg. Younger children follow their individual daily routine, seek comfort and cuddles, and through using gestures make their needs known. Children are listened to and their communication skills are well promoted as the childminder commentates, asks questions, echoes speech and positively responds to their gestures and sounds. She is skilled at knowing when to intervene and when to stand back to enable the children to explore. The childminder enables children to learn through investigation, play, discussion and first-hand sensory experiences. As a result, learning is a magical journey of discovery, for example, as children observe the coloured lights flashing on the sensory tent toys and activate toys with their voices. Children are finding out about living things as they grow basil and cress, and observe mini-beasts in the garden. They show a keen interest in developing their early writing skills as they chalk, draw and make finger patterns in sand. During National Tree week, children enjoy doing bark rubbings and collecting leaves from the park. They understand that print and signs carry meaning as they observe these on posters displayed around the childminder's home. Children spend time developing their problem-solving skills as they fit puzzles together, thread pasta necklaces, and construct with bricks.

Children are learning about those less fortunate than themselves as they participate in charity events, for instance, Jeans for Genes Day. They are finding out about the world in which they live as they play with resources that promote diversity, such as dressing up clothes, small world people and books. Furthermore, their learning experiences are enhanced through visits to local parks and the library. Due to this childminder's professionalism and on going commitment, the children are introduced to very exciting learning experiences, which prepare them

extremely well for their future education.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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