

Inspection report for early years provision

Unique reference number	121092
Inspection date	10/03/2011
Inspector	Anne Nicholson
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 was registered in 1994. She lives with her husband and grown up son in an end of terrace house in a residential area close to Englefield Green, Egham, Virginia Water and Staines in Surrey. She is close to shops, parks, schools and public transport links. Mainly the two ground floor rooms of the childminder's home are used for childminding, except the upstairs bathroom and bedroom.

The childminder is registered by Ofsted on the Early Years Register, compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group although one is at full-time school. She also offers care to children aged over five years to 11 years.

The childminder collects children from the local school, nursery and attends childminder activity groups regularly. She has a childcare qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's excellent knowledge of children's individual needs ensures she effectively promotes all their welfare and learning requirements. Children are safe and secure enjoying extensive opportunities that greatly increase their understanding of the wider world and the local community. Highly effective partnerships with parents, other agencies and local nurseries are a key strength that has a significant impact on meeting all children's needs. This means that children make excellent progress, given their age, ability and starting points. The childminder effectively maintains all the required documentation and completes generally comprehensive evaluation processes which clearly identify priorities for development that she promptly acts on. This shows she has an excellent commitment to the continual improvement of her provision.

What steps need to be taken to improve provision further?

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

- enhancing self-evaluation and reflective practice systems by consistently dating when new entries are made and when identified priorities are acted on.

The effectiveness of leadership and management of the early years provision

The childminder effectively organises her practice to ensure children's welfare is safeguarded and they can play within a safe and secure setting. She has undertaken additional Safeguarding Children training. She has an excellent range of policies, procedures and completes detailed risk assessments daily to ensure children are safe whilst in her care. Children's awareness of how to keep themselves safe is actively promoted by the childminder actively involving them in assessing risks. She continually talks to them about risks and how to negotiate the climbing frame or the trampoline without inhibiting their play. They hear clear and consistent information during their outings and the walk to and from school that increases their awareness of keeping safe and road safety.

Children build strong bonds with the childminder and are extremely happy and at ease in her care. This develops their self-esteem, sense of belonging and encourages their independence. They enjoy an extensive range of planned and impromptu opportunities. These and the effective use of resources and activities provide children with quality experiences that ensure they make excellent progress in all areas of learning. Children's individual 'Learning Journey' folders are comprehensively completed and include extensive observational assessments, photographs and records of their work. The use of progress sheets and routine reference back into the early learning goals enables the childminder to clearly identify children's next steps for learning and target these during the day.

The partnerships with parents and other agencies is a strength ensuring children receive cohesive, consistent support that supports excellent progress. Inclusion is strong because the childminder is skilled in sensitively and warmly enabling children to participate in activities. The childminder undertakes activities that increase children's awareness of equality and diversity throughout the year, researching and collating information to support this. Relationships with parents are excellent and they report they love the quality of care provided and the information they receive. This allows them to share in their children's day and assists them in supporting their children's learning at home.

The childminder has an excellent commitment to her professional development and the development of her service to benefit all users. She has recently completed an NVQ level 3 qualification in childcare and is participating in initiatives designed to review and improve her practice. She has undertaken a comprehensive self-evaluation process, promptly addressing identified actions to maintain sustained improvement. However she does not consistently date her action entries or amended documentation to reflect when this occurs and the regularity with which she does this. The childminder uses questionnaires and daily communication to seek parent's views and uses these to support the continual improvement of her provision.

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

The childminder is highly effective at supporting children to make excellent progress in their learning and development. She demonstrates an excellent knowledge and understanding of all areas of learning and the ways these can be developed to support children's ongoing progress. To assist children in further developing their skills she listens and observes their interests and then takes every opportunity to build on these. Children enjoy painting and developing their creativity. They develop their confidence in using paintbrushes, foam shapes and sponge brushes during their painting sessions. They enjoy selecting the paint colours for themselves and receive praise for the creative work they produce. They enjoy playing in the garden developing their physical skills and co-ordination through using the climbing equipment, trampoline and playing ball. They enjoy snuggling up to the childminder to listen to stories. This develops their language and communication by repeating words and discussing what they see on the pages. They enjoy pointing out the airplanes and saying where they find them. The childminder skilfully uses these conversations to make children think and help them solve problems. They have excellent relationships with the childminder and are confident and relaxed in her care. She ensures they are introduced to visitors and advised that it is okay to talk to them to support them in becoming comfortable in talking and playing with visitors. They demonstrate their emerging counting skills during play sessions, counting paints, play plates and objects in the books.

The childminder ensures that she provides regular opportunities for children to socialise with other children. They attend regular activity sessions and this enables them to develop excellent relationships with their peers and learn to take turns and share within a group. Children are involved in creating the house rules and behave exceptionally well. They demonstrate good manners as they speak politely to the childminder and visitors. They are eager to learn new skills and increase their knowledge by constantly questioning the childminder and responding to those she asks them. Children have exceptional opportunities to develop their understanding of the wider world. They enjoy participating in a range of activities and celebrations that increase their awareness of other cultures and the natural world. They participate in a range of creative activities and opportunities that promote diversity including celebrating festivals like Chinese New Year and making pancake pictures for Pancake Day. They enjoy growing vegetables and picking these to eat. They talk and share information on this activity and where they have previously planted potatoes, beans and tomatoes.

Children are effectively protected from illness and infection because the childminder has highly effective policies and procedures in place. She ensures that the play environment is clean and safe and monitors this using a checklist prompt. Children demonstrate a very good understanding of hygiene procedures, they see posters on the wall promoting the way to wash hands and routinely follow this after messy play, going to the toilet and before eating. To prevent cross infection children use paper towels from a low level wall dispenser to dry their hands and place these in the bin. They have healthy appetites and enjoy sitting down for a

drink and a snack. Previously the childminder provided a freshly prepared diet for the children however current parents wish to provide this. The childminder supplements this with fruit and snacks as required. Children see posters and laminated mats promoting healthy food choices and along with discussions with the childminder this extends their learning.

The childminder uses planning flexibly ensuring that activities and outing opportunities are based around all the different areas of learning. She maintains excellent written observations and identifies targets for children's on-going learning and their overall progress. Parents have routine access to the 'Learning Journeys' and are encouraged to provide comments and information back to the childminder. The childminder adds these contributions to show achievements and to inform her when deciding their next steps for learning. The use of daily communication systems, notice boards and observational assessments ensures that children's achievements from home and other settings are all acknowledged.

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
------------------------------------------------------------------	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---------------------------------------------------------------------------------------------------	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--------------------------------------------------------------------------------------------------	-----