

Inspection report for early years provision

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Inspection date	17/03/2011
Inspector	Carol Willett
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 has been registered since 1989. She lives with her husband and two adult sons. They live in a bungalow in Sandhurst, Berkshire, within walking distance of local amenities. The whole of the ground floor is used for childminding and children play in the dedicated play area by the kitchen. Sleeping and toilet facilities are provided in this area. There is a fully enclosed garden available for outside play. The family have no pets.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years, of which three can be in the early years age group. There are currently six children on roll, of which four children are under eight years, two of these are in the early years age group. There are two children over eight years in the childminder's care.

The childminder has a Certificate in Childminding Practice. She is a member of an approved childminding network and the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall, children make significant progress in their learning and development as the childminder provides an extremely caring well resourced play environment. The childminder demonstrates an obvious love of caring for children and she has a very professional attitude. Partnerships, particularly with parents, are extremely friendly and effective in ensuring children's individual needs are consistently met. The childminder is committed to updating her knowledge and skills through ongoing training and effective networking. She has high standards of childcare as she continually reflects on her practice to ensure she is continuously improving outcomes for children.

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 children's development records by updating more frequently

The effectiveness of leadership and management of the early years provision

Children's health and safety are exceptionally well promoted. The childminder is very safety conscious and she has a comprehensive awareness of safeguarding. All

adults in her home have been vetted and the childminder is extremely confident in her knowledge of safeguarding children as she regularly updates her training. Children develop a very good knowledge of safety as they regularly practise fire evacuation and talk about road safety when out walking with the childminder. There are gentle reminders about safety in the home through discussion about house rules which enables children to develop a secure understanding of how to keep themselves safe. The childminder has a comprehensive range of written policies and procedures, including for safeguarding and complaints. She maintains all required records appropriately and shares them with parents to keep them very well informed. The childminder has thorough risk assessment and daily checking procedures in place to identify any hazards and minimise risks. She notifies the regulator appropriately when extending her home and ensures children are kept safe throughout the process. The childminder is fully prepared to deal with emergencies so children's safety is effectively assured. She carries children's contact details at all times and her first aid training is kept up to date.

The childminder is extremely well organised and provides an enabling and inclusive environment. Her home and resources are extremely effectively arranged so all children are able to develop high levels of independence and initiate their own exploration and learning. The childminder provides a good range of resources and children enjoy interesting creative activities and regular outings to develop their awareness of diversity and the wider world. The childminder has a professional outlook to her childminding career. She is committed to providing high level care and education for the children through continuous training, recently attending workshops in boys learning and speech, language and communication. The childminder is very experienced and belongs to an established childminding network. She has a level 3 childminding diploma. Monitoring and evaluation are effective as she continually reflects on her practices and uses feedback from local authority network audits and parental questionnaires to improve the service provided and outcomes for children.

The childminder has extremely good relationships with parents and they are extremely positive in their comments about her childminding service. The comment include she is 'very flexible, well organised and very knowledgeable about children's development' 'always ready to help' and provides 'a secure trusted environment'. She shares information with parents both in writing and through daily discussion daily so children needs are consistently met and informs them of activities children participate in. The childminder monitors children's progress towards the early learning goals, using observations and photographs so she can identify and plan for children's individual learning needs. However, the childminder does not always update assessment record effectively to ensure she has an up to date picture of children's progress to the early learning goals. The childminder is well known at other local settings children attend and establishes an effective two-way exchange of information in order to more fully provide continuity in children's care and education.

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

Children make significant progress in their learning as the childminder makes very effective use of her home and resources to promote high quality outcomes. She has a love of books and provides an outstanding range to develop children's enjoyment of books and reading and interests in a wide range of topics such as the human skeleton book. She ably supports and extends their play for example, when they find a spider they look at and discuss its legs and how it makes webs. The childminder is very caring and enthusiastic so children are very well supported and active in their learning so they make excellent progress in their development and are well prepared for future learning. Communication with children is excellent. The childminder is extremely interested in what children say and encourages them to develop their language through asking appropriate questions. For example, they talk about racing cars and start and finish lines as children draw pictures at the table. They all love to sing matching words and actions as they 'wind the bobbin up'. Children have exciting opportunities to develop knowledge of the wider world. They go on regular outings to parks where they look at the wildlife and learn about the seasons by noticing things in their environment. The childminder extends children's numeracy skill by asking them to collect a set amount of acorns or fir-cones. During summer holidays children are taken on outings, with other childminders in the network group, to the seaside, museums in London, amusement parks, nature trails where they build wigwams and have picnics. Children develop a positive awareness of other people as the childminder encourages parents to share special day such as Hanukkah and planned craft activities around cultural days including Chinese New Year with children creating a spectacular display of paper lanterns.

Children's individual health, physical and dietary needs are met to a high standard the childminder's home is exceptionally clean and well maintained. Children discuss with the childminder what they like from their lunchboxes and know fruit is good for them as it makes them strong. They have excellent opportunities to develop a good understanding of a healthy lifestyle and minimise the risk of cross infection. Excellent personal self care skills develop through the regular daily routines. Children have their own hand towels which the childminder has had specially printed with their name and picture so even the youngest child is able to know which is theirs and independently access it. Children have exciting opportunities to develop their physical skills and promote good health, such as when they are taken to parks where they make willow teepees and can run and climb freely. Fresh air is part of daily routines as they can freely play in the well-resourced garden and they walk to nursery and school as the childminder does not drive.

Children show they feel safe as they are extremely confident. They happily play in stimulating, welcoming and child friendly environment where they freely explore the high quality toys and activities provided. They develop strong bonds with the childminder as she is exceptionally warm caring and affectionate and has an obvious love of being with the children giving them continual attention. Photographs and samples of their work are attractively displayed so children develop a strong sense of belonging. Their behaviour is excellent and they happily

cooperate when it is time to gets ready to go to nursery independently putting on coats and shoes. Good manners and social skills are fostered through excellent role modelling by the childminder. Children develop a very good awareness of safety as fire drills are practised on a regular basis and road safety is discussed when out on walks. Gentle reminders and house rules ensure children learn to be safe in the home.

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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