

Inspection report for early years provision

Unique reference number	EY290565
Inspection date	02/06/2011
Inspector	Susan May
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 2004 and lives with her husband and two children aged five and eight years in Slough, Berkshire. All of the ground floor of the premises is used for minding. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the childcare register and may care for a maximum of five children under eight years at any one time. The childminder is currently minding four children in the early years age group. The childminder also cares for older children and is prepared to take and collect children from local schools. The childminder holds a recognised level Three Childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in their learning and development as the childminder offers a secure, extremely welcoming family environment to all children in her care. She clearly understands that children learn through play and provides them with exceptional and exciting opportunities that support their welfare, learning and development. Each child is recognised for their unique qualities and the childminder provides a fully inclusive service where each child is respected and valued. The childminder works closely with the parents and other settings and is constantly seeking to develop new ways to enhance communication links. Self-evaluation techniques are firmly established and include completing a self-evaluation form and gathering the suggestions of parents regarding her provision. These systems enable the childminder to reflect on her practice, identify key strengths and address areas for improvement

What steps need to be taken to improve provision further?

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

- exploring ways to further develop communication links with parents to provide them with additional opportunities to contribute to children's learning

The effectiveness of leadership and management of the early years provision

The childminder has a very clear understanding of her role and responsibilities to protect children in her care, a result of which children are exceptionally well

safeguarded. Children move around confidently in the safe and secure environment and are never left unattended with persons who have not had appropriate checks. She talks to the children about keeping themselves safe, for example, explaining to them why a visitor is coming into her home. The childminder demonstrates total commitment to her work using her experience as a qualified and experienced child care practitioner to provide children with a play based environment that is flexible and relates to their interests. Consequently children are provided with a wonderful range of learning opportunities both inside and outdoors.

The childminders exceptional organisation of resources and toys throughout different areas of the home enable children to independently choose which resources they wish to use and where. An inclusive environment is provided as the childminder is deeply committed to providing a setting where all children and their families are welcomed, respected and valued. The safety of the children is paramount to the childminder who updates her risk assessments each time a new child is minded to ensure all children move around freely and safely whatever their age or stage of development. Children's protection on outings is also given high priority with comprehensive risk assessments in place.

The partnership with parents is good. The childminder recognises the importance of working with the parents, visiting them at home for example, to ensure children's interests and development needs are addressed and their welfare fully promoted. All children's details are recorded and stored confidentially, parental consents in place and accident and medication accurately recorded. Parents receive a range of information including policies and procedures through a parent's notice board and daily verbal exchanges. Parents are consulted regularly through discussion and questionnaires about the service to ensure the childminder continually meets the needs of their children. Parents are kept fully informed of their child's day through verbal discussion and the daily dairy. To further improve this communication the childminder is currently looking to develop additional ways to share information through e-mails and texts. Thank you letters and cards from parents demonstrate how much they appreciate the care that children receive. The childminder has developed excellent links with other professionals and staff at settings the children attend, sharing relevant information with them to ensure continuity and consistency of children's care.

The childminder is highly motivated and dedicated to improving her knowledge and practice. She attends regular and relevant training courses, holds a recognised childcare qualification and is currently looking to qualify for an Early Years Professional Status. She has identified other courses and improvements through her self-evaluation that would benefit the children and has taken steps to address these, for example, through local authority training courses she has improved her knowledge of disability awareness and increased resources to promote positive images of disability. This positive reflection of her practices enables the childminder to continue to provide the best opportunities for the children and their families.

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

Children are confident and secure in their surroundings and relish the time they spend with the childminder. Children thrive in the childminder's care as she clearly enjoys her work and plans activities so that all children benefit from the individual time and attention they receive from her. Children develop positive attitudes towards learning as all activities are fun and based on children's own ideas, interests and abilities as they self select what they wish to play with. The childminder plans an excellent balance of adult led and child led activities and experiences based around play that is entirely flexible to take into account children's spontaneity. Children have their own file where the childminder records the observations she makes. The childminder uses the observations effectively to help her identify and plan for the children's next steps in their learning. These files are shared with parents and next steps include activities that have been prompted by conversations the childminder and parents have had about the children's learning at home.

Children develop warm and caring relationships with the childminder and other children in the home. The childminder acts as a good role model and gently encourages the children to share, take turns and show cooperation to others in their play. For example, she explains to one child that they must take turns on the trampoline and supports them with cuddles and reassurance when they become upset. Children benefit from the wide range of experiences that enable them to learn about the world around them, such as looking at the ants and bees and explaining to a young child who tries to bring a spider inside that the spider needs to go back to the garden to rebuild his home. They celebrate and learn about the customs of others as the childminder plans activities that are relevant to events and festivals important to the children. Daily outings are undertaken and include walks, visits to local parks, meeting up with other childminder's and toddler groups. These enable the children to meet different people and begin to socialize with others. Children develop problem-solving skills in their everyday play as they complete puzzles and build with construction toys and begin to develop concepts such as light and heavy as they see if the play dough tubs are full or empty. The childminder uses open-ended questions to promote thinking and phonics to help identify sounds as part of everyday conversation, for example, as they talk about the Buzzy, Buzzy Bee.

Children are developing an excellent understanding of keeping healthy. They can access their drink when required and the childminder ensures the meals that parents provide are stored appropriately to remain fresh. Children begin to understand about good hygiene as they use tissues, dispose of them promptly and wash their hands. They begin to learn about their bodies as they talk about being hot and cold, hungry and thirsty. They have access to fresh air as they regularly play in the garden and visit local parks where they play on a range of outdoor equipment. The childminder ensures children's health is protected when in her care by a range of policies and procedures that she updates regularly. Children are able to rest and relax when they require and in line with parental wishes follow their own routines. Children are beginning to be aware of their own safety through age

appropriate explanations from the childminder for example, when out they talk about the road safety procedures to follow.

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	2

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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