

Inspection report for early years provision

Unique reference number	119187
Inspection date	09/05/2011
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 as a childminder since 1999. She lives in a house with her husband and adult daughter who both occasionally act as an assistant and another daughter of high school age. The house is situated in a quiet residential close in the Owlsmoor area of Sandhurst. The house is within walking distance of local amenities which include parks, schools and shops. The ground floor of the house is used for childminding. Children only go upstairs for sleeping. There is a fully enclosed rear garden. The family have two guinea pigs.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years of these, three may be in the early years age group. She provides occasional overnight care for one child under eight years. She is currently caring for three children in the early years age group and two children over five years.

The childminder holds a current paediatric first aid certificate and is registered as a community childminder. She is part of the Bracknell Forest Childminding Network and holds a Certificate in Childminding Practice and a Level 3 National Vocational Qualification in Early Years and Education. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely secure and confident as the childminder provides a caring and welcoming family environment. Children play happily and overall they make excellent progress in their learning and development, as the childminder plans effectively through recognising the individuality of each child. She develops very strong partnerships especially with parents and this impacts very positively on children's development. The childminder has an extremely professional attitude and is highly committed to updating her knowledge and skills through ongoing training and effective networking. Her capacity for continuous improvement is excellent as she continually reflects on her practice through regularly updating her self-evaluation form and through visits from the network development worker.

What steps need to be taken to improve provision further?

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

- reviewing the children's development records to ensure consistency and include their next steps in learning.

The effectiveness of leadership and management of the early years provision

Children stay safe as the childminder has a robust understanding of her role and responsibilities to safeguard children. The childminder provides high quality care for the children and they are closely supervised at all times. She has an excellent understanding of safeguarding procedures through her ongoing safeguarding training. All adults in her home have been vetted. She has a clearly written policy that is shared with parents so they are aware of her responsibilities. Children play in a very safe environment as the childminder is extremely well organised and she has very effective daily checking procedures. She completes thorough risk assessments which are regularly updated. Children show they feel safe and secure in the childminder's care as they are very happy, confident and lively. They enjoy sitting on her lap when they need comfort and support and cuddle up when they wake from sleeping. Children learn about keeping themselves safe as the childminder talks to them about road safety and they regularly practise fire evacuation so children are aware and confident in an emergency. The childminder has a very professional approach to her childminding and she is highly committed to improving her knowledge and skills. She has extremely effective systems to monitor and evaluate her practice through the Ofsted online evaluation form which she regularly updates. She is an active member of a recognised childminding network using feedback from monitoring visits to continually improve her practices. She effectively identifies her training needs, strengths and areas for improvement to improve outcomes for children.

The childminder's practice is inclusive as her home and resources are extremely well organised so children independently select toys. She actively promotes inclusive practice; all children are included and supported well in planned activities and in their own play. 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. Partnerships are extremely effective in supporting children's needs. The childminder develops extremely friendly trusting relationships with parents and they are very happy with the care their children receive providing very positive comments about her childminding service. Older children are positive in their thoughts fed back through discussions and the childminder's questionnaire. Children significantly benefit from the highly effective systems of communication so their individual needs are consistently met. The childminder is well known at local settings children may attend and she has a clear understanding of the need to establish an effective two-way exchange of information in order to fully provide continuity in children's care and education. Documentation is extremely well-organised to ensure she has all required information to meet children's needs. She obtains written consents from parents so she is aware of their wishes and she has a comprehensive range of documentation and written information about her practice that meets all the requirements of registration. This is shared very effectively with parents so they are well informed about the service she provides.

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

Children thrive and enjoy their time with the childminder as they independently access the wide range of good quality toys which are set out daily on the floor around the living room area. The childminder is exceptionally well organised and the open plan layout of her home enables children to have ample space in which to play and explore safely. Children develop a secure sense of belonging as the childminder's home is welcoming and child-friendly with displays of posters and art work on the walls. They enjoy having their own hand towels in the toilet and even the youngest children recognise the picture on theirs and proudly show them off. The layout of the childminder's home and her encouraging manner enable children to develop their self-care skills and become independent learners. Children freely access the toilet and reach their beakers when they are thirsty. They show they feel safe in the childminder's home as they ask for more juice and happily settle to sleep in the bedrooms upstairs where they have their own travel cots and bedding. Children excitedly explore the toys showing they feel safe and are happy in their play. They confidently make it known when they want to do activities other than the one planned by the childminder. The childminder is extremely skilled at recognising their attempts at speaking as she quickly interprets their vocalisations. She is very attentive and responsive and uses her in-depth knowledge of the children and their families to further develop the children's skills.

Children are very cooperative and behave well. They play well together as the childminder provides a very positive environment. She uses lots of smiles and meaningful praise to reinforce their good behaviour. Children learn to share the toys and develop good social skills and manners as they say 'please' and 'thank you' as the childminder gives them fruit and drinks. They learn to care about nature and animals as the childminder has bought two guinea pigs and the children happily help with the feeding, carefully stroking them with the help of the childminder. Children's health and hygiene is successfully promoted as the childminder has extremely good hygiene routines ensuring her house is very clean and suitable and she provides healthy snacks of fruit and vegetables and the occasional biscuit. Children learn about healthy lifestyles through familiar daily routines; their hands are washed before they eat and clear procedures are in place to reduce the risk of the spread of infection at nappy changing. Children have plenty of exercise and fresh air as they play in the garden and go for walks and visit the many parks including the 'Living Rainforest'. They learn about differences as the childminder plans activities linked to their own and other cultures and they meet regularly with other childminders and children. The childminder has a good variety of resources including authentic artefacts from her travels abroad which promote positive awareness of different cultures.

Children are extremely happy in the childminder's care as she is friendly, warm and caring. She is very attentive to their needs and she spends her time supporting their play and extending their skills and thinking. She has extremely effective teaching techniques and very good story telling skills, asking questions to encourage children's participation in the books. Children develop well in their communication, language, literacy and numeracy as the childminder uses all

opportunities to promote these skills. They count and calculate as they follow the story of 'five little ducks' and name the colours of the animals in another book. Children enjoy books and independently choose some to look at, sitting comfortably on the childminder's lap on the floor to look at the pictures and listen to the story. They develop their mark making skills and emergent writing as the childminder provides a variety of resources and planned activities including drawing, painting and printing. The caring interest of the childminder and the provision of the wide range of interesting toys and activities covering all areas of learning work exceptionally well to encourage children to be active inquisitive learners providing them with good skills for future learning. The childminder demonstrates a very good awareness of the early learning goals and is confident in her planning and delivery of these, so all children are making excellent progress in all areas of their learning. The childminder assesses and records children's development through her observations and with photographic evidence. These are shared with parents to keep them fully involved. The childminder is not fully confident in her recording and has a variety of methods for these. She has identified this as a further area in her own development.

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

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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

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