

Inspection report for early years provision

Unique reference number	105362
Inspection date	17/06/2011
Inspector	Tracy Bartholomew

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 1997. She works alongside her co-minders from this address, who are also registered childminders. She is registered on the Early Years Register, and compulsory and voluntary parts of the Childcare Register. She may provide care for a maximum of six children under eight years at any one time. Of these, three may be under five years, although these numbers are increased when the childminder is working with either one or two co-childminders. Currently the childminders care for 20 children and of these, nine are under five years on a part-time basis all year round.

The childminder lives with her husband and son in Warfield, Berkshire. The whole of the childminders house is used for child minding. There is a fully enclosed garden available for outside play.

The childminder is a member of the National Childminding Association and the Bracknell childminding network

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children thrive and achieve consistently well across all areas of their learning and development whilst in the care of this childminder. This is due to her commitment and enthusiasm to provide an exceptionally stimulating and fun learning environment. Highly effective partnerships with parents and good partnerships with other settings enhance the provision effectively. The childminder has a clear and achievable plan for self-evaluation and ongoing development in all areas. Due to this all children are making good to outstanding progress in their learning and development.

What steps need to be taken to improve provision further?

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

- continuing to promote the partnerships with other early years provisions, in order to cohesively form an approach to children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a comprehensive understanding of how to safeguard children. She ensures that their safety is extremely well maintained through regular and

effective risk assessments, which as a result preserves the children's well-being on a day-to-day basis. The childminder has a very secure understanding of child protection issues and the procedures to follow if she has any concerns about a child. She keeps her knowledge of how to safeguard children effectively updated through undertaking training. Pictures, questions and role play extend children's understanding of their own safety. As a result, children recognise potential hazards and dangers, for example, when they are using the equipment at the park.

A exceptionally wide range of high quality resources support children's learning and development extremely well, overall. The childminder plans and uses resources imaginatively to extend children's development, which as a result promote children's welfare, learning and development highly effectively. She has a wealth of resources which promote learning opportunities throughout the day, including many that help children learn about ethnicity and diversity. Children's individual needs are very well incorporated throughout the day with adaptations made to planned activities to meet children's interests; this as a result is one of the ways in which the childminder promotes an inclusive environment for all children.

The childminder evaluates her practice accurately. She is dynamic within her role and committed to continuous improvement. She embraces her role to help others and reflects on her own practice through working extremely well with her co-minders and seeking feedback from the parents of children in her care. An excellent partnership with parents is established. Two-way communication is promoted and parents are continually kept up to date with the daily practices and plans for the term, through daily verbal and written communication. High quality links have been established with others involved in the children's care, although further development of these would enhance continuity to identify needs and provide the best learning opportunities for children.

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

Children throughout their day enjoy their learning and become absorbed in activities. The childminder has exceptional relationships with her children which as a result enable her to manage the key person approach exceptionally well. These relationships give the children the confidence to experience new equipment for themselves and explore confidently, such as using new dough equipment to create topping for their pies they have made out of dough. Planning is stimulating and tailored to meet the needs of all individual children, the childminder is particular skilled at absorbing children's learning imaginably. For example in a recent topic of ice, children experimented and developed their understanding of ice, they played with frozen toys, danced to music linked to ice and sorted coloured ice cubes, these purposeful activities linked to all six areas of learning effortlessly, for example maths as they sort the coloured cubes into piles.

Children's development records shows that childminder understands the uniqueness of each child and how to support them on their learning journey to ensure they achieve their full potential. The childminder is highly skilled and

understands when to stand back and allow children space to develop their ideas. Children show they feel exceptionally safe and secure in the childminder's care. They confidently approach her and demonstrate that she is important to them.

Children learn a great deal about the wider world as the childminder uses everyday activities imaginatively to promote children's understanding. Regular visits to children's centres, parks and out in the community help children to develop confident social skills with other adults and children. Resources and activities reflect the wider world, for example dressing-up clothes. Festivals and religious celebrations are promoted to develop children's understanding of the world that they live in, they enjoy first hand experiences, such as exploring Chinese art at Chinese New Year and making and tasting mithai sweets for Diwali.

Children gain an excellent basic understanding of healthy lifestyles. They play in an extremely clean, secure and comfortable homely environment. They already know that eating fruit is good for them and thoroughly enjoy playing dentists to consolidate this learning. Children are taken out daily, to experience a wealth of learning opportunities within the childminders garden and local facilities. Regular outings to the park and to meeting groups help children to be creative and develop their confidence in physical skills.

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

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