

Inspection report for early years provision

Unique reference number	EY338221
Inspection date	15/06/2011
Inspector	Alison Large
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 2006. She lives with her husband and two older children in the Langley area of Berkshire. The childminder uses the whole of the ground floor of the house for childminding. There is an enclosed garden on two levels for outside play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder may care for a maximum of six children under eight years, at any one time. She is currently caring for three children in the early year's age group. The family have two cats. The childminder 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 has an excellent understanding of children's individual needs and ensures that all aspects of their welfare and learning are exceptionally well met. This means children enjoy a great experience of the Early Years Foundation Stage framework and make excellent progress. The secure partnership with parents effectively supports their learning experience, overall. The childminder is highly effective at evaluating her provision to ensure all her strengths and areas for development are highlighted. She regularly accesses training opportunities, enabling her to make continuous improvements to her already excellent practice.

What steps need to be taken to improve provision further?

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

- develop the system for seeking information from parents about the children's development, as a starting point for their learning journey.

The effectiveness of leadership and management of the early years provision

The childminder is extremely proactive in keeping her skills updated, which benefits the children she cares for. She has a thorough and secure understanding of safeguarding issues and procedures. She ensures children are fully safeguarded, and always supervised by an appropriate adult. The childminder and other household members are suitably vetted and the childminder is fully aware of her duty to protect the children in her care. She has an excellent knowledge of child protection issues and is fully aware of her role and responsibilities. The childminder is dedicated to promoting children's welfare and supporting their learning and

development. She is highly motivated and committed and continually strives to improve her practice. Thorough self-evaluation systems are in place, which fully identify any areas for development. This enables the childminder to address them effectively. There is a comprehensive range of policies and procedures in place to protect the children, and the childminder carries out thorough risk assessments throughout the home and for outings. Children enjoy a stimulating environment and a wide range of resources and activities inside and out. This motivates them to learn and enables them to make independent choices in their play and learning.

The childminder is committed to providing a fully inclusive childminding provision for all children. Every child is treated as an individual is valued, and all their needs are met. Children are supported in developing their knowledge, skills and understanding to enable them to make sense of the world. Older children explore other cultures and festivals such Christmas, Chinese New Year and Diwali.

Children flourish in the childminder's care. The childminder has an excellent partnership with the parents. They praise the loving care she offers the children, and recognise how much the children enjoy spending time with her. Effective communication systems have been developed to ensure parents are kept fully informed about their children. They receive thorough feedback about their children's routines and achievements at the end of the day. She shares the children's assessment records with them regularly, so together they can discuss the way forward in their child's progress. This ensures children's experiences in the setting are enhanced and parents are involved in their child's learning. She also links with the local pre-school the children attend to ensure continuity in the child's care and learning.

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

The childminder supports the children exceptionally well and takes excellent care of their individual needs. They benefit from her attentive and caring nature and her enthusiasm to promote learning through play. Children all make excellent progress in every area of learning. She demonstrates a secure understanding of how children learn, by providing a well organised and stimulating environment to support them in making their own choices inside and outside. Children take part in a wide range of activities outside the home, such as toddler groups, childminder drop-in or other places of interest, where they meet and interact with other children and adults of all ages. The learning environment is bright and well organised, allowing children to play freely. Regular observations and assessments are made by the childminder and used to ensure the children are consistently moving to the next steps in the learning and development. The childminder is developing a system for seeking information from parents about the children's development, as a starting point for their learning journey, to further enhance her excellent practice.

The childminder helps children to effectively learn the skills to prepare them for their later lives, such as sharing, taking turns and being polite and kind to each

other. They enjoy the many activities provided. They talk excitedly to the childminder and each other when playing with the construction equipment or setting up the track for the cars. Children's safety is promoted extremely well and excellent systems are in place to ensure the home remains secure at all times. Children understand the need to keep themselves safe as they regularly practise the emergency evacuation procedure, and talk about road safety. Children learn about keeping healthy as the childminder ensures the children get plenty of fresh air and exercise. They access the outdoors in all weathers and enjoy playing in the garden or visiting local parks or play areas. They develop good hygiene practises as the childminder explains to them why they need to wash their hands before eating or after using the toilet, and they have their own individual hand towels to use to prevent the spread of infections.

The childminder is committed to providing the best quality care and education for all children. They take part in some planned activities and also have many opportunities to initiate their own play. The childminder has an excellent knowledge of each child and those who require additional support are well catered for and their progress is monitored effectively. Parents are kept fully informed about their child's learning and development through the daily diaries and verbal feedback given each day and the regular sharing of the child's 'Learning Journey'. The excellent relationships developed with the parents and other carers ensure all children succeed. Children's progress records also include many photographs of the children engaged in activities, and provide an excellent record for parents, and children are able to share with their parents the exciting events they have participated in.

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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