

Inspection report for early years provision

Unique reference number	105382
Inspection date	29/06/2011
Inspector	Tom Radcliffe

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 was registered in 1998. She lives with her husband and one child in the Britwell area of Slough. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding two children in the early years age range and four older children before and after school. The childminder also provides care for two children over eight years of age before and after school. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She walks or drives to local schools to take and collect children. The childminder attends local childminders support groups and is a member of an approved childminding network. The family has two pet cats and a snake.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The highly effective childminder provides children with an extremely stimulating and interesting play environment. She shows an excellent understanding of children's individuality and is able to meet their learning and welfare needs very well overall. Children take an active lead in the setting as they make choices and show very good levels of confidence and independence. The childminder has outstanding partnerships with parents and other settings to support the progress that most children make. In addition the childminder reflects on her work and undertakes highly effective self-evaluation which gives her an exceptionally good capacity to make improvements. This has a positive impact on 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:

- develop further activities that allow children to have an understanding of the cultures of other people.

The effectiveness of leadership and management of the early years provision

The childminder has developed concise written policies and procedures which parents are able to share. This ensures that the child-centred provision is managed very safely and efficiently. The childminder has a very good understanding of effective working practices, for example, she has an exceptionally good understanding of safeguarding children issues and levels of supervision are highly attentive. Procedures in place fully protect children's interests and they play in a highly safe environment which is risk assessed thoroughly to minimise potential hazards. This allows children to use all play spaces freely, for example, indoors, outdoors and within the locality. This has a very positive impact on children's confidence and learning. Children's good health and well-being is highly effectively promoted by the childminder as she manages accidents, illness and uses extremely hygienic daily routines.

The childminder is extremely analytical about the level of service that she provides. She uses very well developed systems of self-evaluation and quality assurance. She has a very good understanding of things that she does well and aspects that she wishes to improve. In addition she is very experienced in setting targets and priorities and is very mindful of the impact that any changes have on children's learning and development. She uses this approach to build on practice which is already outstanding. There have been many improvements made since the last inspection. The childminder's use of partnerships is a very strong feature of the provision. Parents value the work of the childminder and wider partnerships are extremely well developed to support children's ongoing learning and development.

Children play in accommodation which, though limited in size, is very well organised and resourced to a good standard overall. The childminder has made an accurate audit of the play needs of children and ensures that their all round development is exceptionally well supported. Children confidently make decisions about their play experiences and do this willingly and imaginatively. The childminder facilitates this skilfully as she stays on hand to offer help or advice and becomes very involved in child-led activities. This enhances children's learning and enjoyment as they play. The provision is very inclusive as all children are treated as individuals each with the capacity to build on what they can already do. In addition children have some opportunities to use resources and access activities that help them appreciate their diverse world in an age appropriate way, although this is an area that is not yet fully developed.

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

Children make excellent progress as they play creatively and enthusiastically. The childminder has secure systems in place which enable her to have a very good

understanding of children's starting points, interests and preferred learning styles. She uses clear and detailed observations to be able to have an overview of the progress that children make. Written collations of assessment information are used very well to plan future learning intentions. Parents consider that these records are very useful and give them valuable opportunities to understand about their children's progress and how they spend their time with the childminder. In addition, the childminder tracks the progress that each child makes towards the early learning goals. Children thrive in a play environment where they can direct their own play and their development is supported in an interesting and stimulating way. The childminder has an excellent understanding of the Early Years Foundation Stage. She also has a complete grasp of the way that children learn through play and first hand experience.

Children enjoy making choices and they use their time purposefully. They have conversations about butterflies that they are rearing and go out into the garden to see if their plants are growing. They use construction sets, share books and create scenes with small world equipment. Children also use torches and magnifying glasses in made up activities. While outside, children use role play resources to create real life scenes as they become workmen, builders and road builders. They show a keen interest in the natural world as they study minibeasts and become fascinated in a spider's web. The childminder promotes children's language development very well as she asks questions and encourages children to express themselves. Children encounter mathematical ideas through practical experiences, for example, as they use tape measures. Children enjoy sharing books with the childminder and use an indoor tent to create a very positive reading experience.

Children's welfare is promoted very well by the childminder. They experience skilful guidance which allows them to have a good understanding of their own safety and that of others. They are safeguarded very well and show mature standards of behaviour in a rich social environment. The active role that children play in the setting is made possible by their behaviour which is very good. The childminder allows children to develop a sense of themselves and their differences to others. This takes place as children of different ages play together. Children apply themselves to play for long periods of time as they sustain high levels of interest and application. In addition children learn that different activities require different responses and so know how to behave when having snacks or when playing with others.

Outcomes for children are consistently promoted by the childminder. Children are very happy as they make choices, use their imaginations and take part in conversations. They freely explore all spaces and show a passion for play and learning. Children enjoy a very close and secure relationship with the childminder. This forms a firm basis for their all round development as it promotes excellent communication, self-esteem and the willingness to make decisions. Children have a very good understanding of healthy lifestyles and choices as they relish engaging in physical activity. In addition children respond very well to challenge and the expectations that are placed on them as young learners. Children acquire excellent skills and abilities and their progress ensures that children are prepared extremely well for future learning needs.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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