

Inspection report for early years provision

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Inspection date	28/09/2011
Inspector	Melissa Cox
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2001. She lives with her husband and two children school aged children in Wokingham, Berkshire. The whole of the ground floor of childminder's house is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age range. She is currently caring for five children in this age range. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She offers care to children aged over five years to 11 years and currently cares for seven children in this age range. The childminder walks to the local schools to take and collect children. The family has two cats, a dog and tropical fish.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in this child-centred, warm and homely environment. They make good progress in their learning as they enjoy a variety of well-organised and stimulating activities. The childminder is dedicated to the children in her care and ensures individual needs are met well. Clear documentation is in place to enable the safe management of the provision. Relationships with parents, carers and other childcare professionals are clearly established and valuable information is shared to ensure consistency of care is provided for all children who attend. Effective systems of monitoring and assessment help the childminder to identify most areas for further improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop assessments in order to consolidate the next steps in a child's developmental progress and share these more frequently with parent's
- develop evaluation procedures to include all areas of learning

The effectiveness of leadership and management of the early years provision

The childminder has a strong commitment to safeguarding children and is very well informed about the procedures to keep children safe, including, the requirements of the Local Safeguarding Children Board. Written policies, procedures and documentation for the effective and safe running of the setting are well organised

and effectively implemented. The indoor and outdoor environments are subjected to risk assessments to ensure any potential hazards to children are minimised and a record of risk assessment is maintained. A regular checking and cleaning schedule ensures children are kept safe and the risk of cross-infection is minimised. There are a good range of resources and activities to support children's independent learning. Space is well organised, providing the children with good opportunities for play, rest and sleep. She is dedicated to providing fully inclusive provision and good systems are in place to support children with disabilities. Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events at the childminding group that they visit regularly.

The childminder is highly committed to her own self-development. The recommendations from the last inspection have been addressed and as a result she now has a comprehensive safeguarding procedure in place. She regularly attends local training events for her childminding and is able to use the skills she gains to support all children in her care. She has used the Ofsted self-evaluation system to help identify areas for improvement and has accurately identified areas that she can further develop within her practice. She is developing her evaluations to apply to all areas of her provision and her capacity to maintain improvement is good.

The childminder places a strong emphasis on developing close working relationships with parents and carers. They are welcome at any time to discuss children's progress or changing needs and daily discussions encourage a good flow of information between parents and the childminder. Children's learning journeys are sent home regularly so that parents can share their children's achievements and progress and add any comments and information of their own. The childminder has a strong commitment to continuous improvement and shows a very active approach to improving outcomes for children. She is proactive in obtaining the opinions of both parents and children, and parents comment how supportive and professional the childminder is when looking after their children. The childminder has good relationships with other providers the children attend and has clear agreements with parents regarding the exchange of information.

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

Children are extremely happy in the setting and loving, caring relationships with both the childminder and their peers are evident. Children make good progress as they enjoy a wide range of enjoyable and stimulating experiences. They demonstrate that they have a strong sense of belonging in the security of the childminder's home and are very relaxed as they are given high levels of support, which encourages their participation and enjoyment of all activities. The childminder spends a great deal of time involved in the children's play and as a result she knows the children extremely well. She is skilled at constantly observing and assessing them at play so that activities can be challenging and encourage children's next steps in learning. Well-thought-out planning ensures children are provided with a good range of creative learning experiences, which keeps them

involved and eager to learn. Information is obtained about children's starting points and carefully undertaken observations, assessments and a developing system to recognise the children's next steps, ensure all aspects of individual needs are well met.

Children are very confident when exploring the environment. They play a full and active role in their own learning and make choices and decisions, extending activities with the childminder who provides support as appropriate. For example, children choose to let small cars run down long tubes and the childminder encourages them to try a variety of vehicles. She helps them problem solve when the cars become stuck and children develop a strategy to dislodge the cars, building on what they have observed. The childminder recognises that very young children have short concentration spans and supports them as they regularly move from activity to activity, encouraging them from time to time to stop and tidy away toys so that they have plenty of room to play. Children freely express their feelings and the relationship between the children and the childminder is excellent. The childminder's in-depth knowledge of child development enables her to understand the different stages the children move through and that there are times when they will challenge and test the boundaries. She supports these stages by remaining calm and consistent and providing explanations about the consequences of their behaviour on others. As a result, children are extremely well behaved and show good levels of consideration for their friends and others.

The childminder is very good at promoting communication skills and this enables children to develop skills for their future. The childminder has high expectations for all children and provides them with the skills, experiences and opportunities to succeed in all areas of learning. For example, before going outside children are asked to put on their shoes. Even the youngest child goes to collect her outdoor shoes and attempts to put them on, with lots of praise and encouragement from the childminder. The large range of toys and resources in the playroom is changed regularly as children develop new skills and become older and more independent. Regular visits to local childminding groups provide opportunities to develop their social skills and improve their concentration as they join in with group activities and play with children of similar ages. Children particularly enjoy looking at books and having stories read by the childminder. She uses these opportunities to extend children's vocabulary asking them questions and introducing new words. Children have access to a wide range of art and crafts, writing and drawing activities at all times, and an extensive selection of interactive resources.

Children are very eager to play outdoors and are encouraged to explore the garden and local area.

The childminder places a high emphasis on healthy eating and provides children with healthy and nutritious snacks of home grown fruit and vegetables. Children develop an excellent understanding of healthy eating through activities such as cooking, growing and harvesting their own fruit and vegetables and ask for healthy options when they feel hungry. They have regular opportunities to enjoy outdoor play and enjoy water play, jumping on the trampoline or riding in cars, as part of their daily routine. Children demonstrate an excellent awareness of staying healthy as they know that they need to wash their hands before snack without any prompting and make sure they use soap to wash away the germs. Children learn

about sustainability as they help the childminder recycle household items and put their left over food in the garden composter.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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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