

## Inspection report for early years provision

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<b>Unique reference number</b>	510228
<b>Inspection date</b>	27/09/2011
<b>Inspector</b>	Sheena Bankier

<b>Type of setting</b>	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 1995. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for six children under eight years at any one time, and of these, not more than three may be in the early years age group. There are currently six children on roll in the early years age group. Most children attend on a part-time basis.

The childminder lives with her husband and three teenage children in Calcot, near Reading, Berkshire. The downstairs of the childminder's home is used for childminding. There is an enclosed garden for outdoor play. The home is accessible at street level. The family has pet tortoises and corn snakes.

Local facilities are within walking distance, such as parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are exceptionally settled and secure in the childminder's care. Children make very good progress in their learning and development. The organisation of the home provides a child-friendly and, overall, very stimulating environment to very effectively support children's learning outcomes. Children benefit from excellent interaction with the childminder, and enjoy a wide range of purposeful activities and outings. Meticulous attention to detail within policies and procedures thoroughly underpins children's well-being, good health and safety. Self-evaluation systems are highly effective and the childminder is extremely proactive in driving continuous improvement. The childminder forms exceptional partnerships with parents.

## **What steps need to be taken to improve provision further?**

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

- using a variety of communication strategies, including signing for example, to display sign symbols within the environment along with the print already on display.

## **The effectiveness of leadership and management of the early years provision**

Ongoing training underpins the childminder's thorough and comprehensive knowledge and understanding of safeguarding issues. The childminder undertakes in-depth training in different safeguarding elements, for example, the Common

Assessment Framework (CAF). The childminder has comprehensive and meticulous risk assessments in place for her home, garden and outings. She carries out daily checks to promote children's safety in and outside of the home. Regular practises of road safety and the evacuation procedure underpin children's effective understanding of safety.

The childminder organises her childminding service extremely well. The childminder demonstrates she is exceptionally committed to providing high quality childcare. She attends an extensive range of training and keeps up to date with current practice. As a result, the childminder continually increases her professional practice to benefit the children and families. Reflective practice and plans for ongoing improvements and training sustain and drive exceptional continuous improvement. Open communication and questionnaires enable parents to provide feedback to the childminder. She demonstrates an in-depth understanding of children's interests and needs. She incorporates these very effectively in day-to-day routines and planning.

Excellent and meticulous planning for individual children enables the childminder to identify any needs for extra support or challenge. The childminder works very closely with parents to support continuity and consistency in children's care and learning needs. Subsequently, the childminder extensively meets children's individual needs and children thrive in her care. Parents are highly complimentary about the childminder's service. The childminder and parents communicate very effectively using different forms of communication, for example, email, texts and face-to-face exchanges of information. Parents receive comprehensive information about their children's day, care needs, activities and achievements. Parents benefit from a detailed information pack about the childminder's service. As a result, this keeps parents exceptionally well informed about their children's time spent with the childminder, and the childminder's service. High quality resources are available to the children. The main playroom for children is child-orientated, with low-level accessible storage for resources. The childminder is committed and proactive in developing effective partnerships, for example, with other settings, to promote continuity and consistency in children's outcomes.

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

A wide range of activities, resources and outings promote children's learning and development extremely well. The childminder provides excellent interaction with children. She successfully follows children's interests, and skilfully develops learning through play, discussions and asking open questions. This supports children's critical thinking skills exceptionally well. The childminder has meticulous processes for recording children's progress. This includes comprehensive tracking of children's development and progress. The childminder plans proactively for the next steps in children's learning. As a result, children make very good progress towards the early learning goals. The environment is very stimulating with a wide range of artwork, pictures, posters and print on display. Currently, the print is mainly in English. The childminder has undertaken a signing course and uses this

effectively with the children to support communication and language skills effectively. At present, signing symbols are mostly in use alongside word labels to provide additional support to communication. Children are keen and motivated learners and initiate their own play and ideas. They develop extremely good skills for the future as they learn through an excellent balance of adult-led and child-initiated activities and play experiences. For example, the childminder introduces learning about numbers and counting very effectively while playing an imaginative game a child has initiated.

The childminder provides cohesive care and routines to children. This underpins children's exceptional confidence in her care and very effectively promote feelings of security and safety, for example, the childminder provides similar routines to babies' home routines for sleeping and feed times. The childminder provides consistent reminders and explanations to support children's safety, such as to sit down when eating. The childminder and children form excellent relationships with each other. Children learn about the needs of others through gentle discussions, such as the needs of younger children. The childminder encourages children to help and to care for each other, for example, she praises children for passing the cup to the baby and thanks them for their help. Children confidently explore and make choices from the resources that are easily accessible at a low level. Pictures and word labels support children's options further, for example, labelled baskets of resources, and a 'choice board' of pictures and words of additional resources that are available. Children develop excellent social skills. The childminder uses photographs of children to actively support and promote friendships. She provides clear expectations of behaviour in a sensitive manner, such as good manners while eating food. Children benefit from plenty of praise and encouragement to build excellent levels of self-esteem and confidence. Children regularly socialise outside of the home with a wider group of adults and children. This enables children to meet other people in the community different from themselves. The childminder provides a wide range of resources and activities that very effectively underpin children's awareness of the diverse society, for example, they celebrate different festival and religious events.

Children benefit from activities and play experiences that exceptionally underpin children's understanding of healthy lifestyles. The childminder has leaflets and games she has devised in relation to good personal hygiene, such as hand washing and teeth cleaning. These are available to parents to use at home with their children. This promotes consistency in children's learning and understanding. The childminder provides effective explanations, appropriate to the age and development of children, of the importance of good personal hygiene to underpin children's purposeful understanding. Children demonstrate and develop confident self-care skills, for example, children learn to clean their own hands and faces. The childminder provides extremely healthy and nutritious home prepared snacks and meals. These contain organic produce, some of which the children grow. This enables children to understand how to care for living things. Additionally, the children widen their learning significantly, such as by smelling and tasting fruit and vegetables grown, and through measuring and monitoring the growth of plants and weighing produce. The children and childminder walk to school and use outdoor spaces on a daily basis, such as local parks, the garden and woods. As a result, children benefit from plenty of fresh air and physical activity. The

childminder organises different outdoor activities, such as treasure hunts and finding seasonal items, for example, leaves and conkers. This means children increase their awareness and understanding of the world around them.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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