

Inspection report for early years provision

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Inspection date	18/10/2011
Inspector	Julie Biddle
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 as a childminder since 1986. She lives with her husband and two adult children. The house is in central Slough and is within walking distance of all amenities, including schools and local shops.

Children have access to the downstairs only with supervised access to the toilet on the first floor. Children who need a sleep are accommodated in the lounge. There is a safely enclosed garden for outdoor play.

The childminder is registered to care for six children aged under eight years at any one time. There are currently three children in the early years age range, on roll. They attend on a part-time basis.

The childminder holds both an appropriate early years qualification and a current first aid certificate. She 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 provides an extremely caring and welcoming environment, where children are well supervised. The highly dedicated childminder is overall well informed about children's individual needs. As a result, she is able to meet children's specific care and developmental needs, extremely well. Children play in a child-centred learning environment which provides opportunities for them all to make very good progress in their learning and development. The childminder evaluates her practice, in order to update and enhance the care that she offers. This evaluation process leads to continuous improvement and has a positive impact on 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 systems to obtain more written detailed information about the children.

The effectiveness of leadership and management of the early years provision

Children are extremely well protected because the childminder fully understands her role in safeguarding children; she has very good knowledge of the symptoms of child abuse and what action to take if she has any concerns about a child. The childminder ensures she knows who is allowed to collect children and has systems to ensure these people are known to her. Children receive nurturing care in a home that is safe and secure because the childminder has comprehensive understanding of safety issues. She undertakes written risk assessments for the home and outings so that any hazards are identified and minimised. Children are able to move freely and independently both indoors and outdoors whilst under the close supervision of the childminder at all times.

The childminder has a highly successful working relationship with parents and useful information is exchanged at the start of a placement to ensure the childminder is fully aware of parents' wishes and children's individual needs and capabilities. However this information is not always recorded. Parents are provided with high quality information about the childminder's provision. For example, the childminder has produced a range of comprehensive written policies and procedures to underpin her practice so that parents are fully aware of the service she provides, and she is continually on hand to speak with parents. At the request of parents the childminder has re-launched daily diaries for parents. In addition the childminder has developed a book called 'A day with my childminder' this is very effective in supporting children as they settle in her care. Parents and grandparents speak very highly of the childminder. Comments on her care include 'we consider ourselves extremely fortunate' 'she makes sure children have fun' The childminder has a very positive attitude to developing links with other settings that children attend. She for example adapts some of her planning to correspond with the setting children attend. In addition the childminder works with other agencies to benefit the children in her care, which facilitates continuity in their care and education extremely well.

The childminder has successfully used available documentation and her own excellent knowledge of child development to deliver the framework effectively, showing a real commitment to meeting the children's learning and welfare needs. The childminder has very good knowledge of each area of learning and plans fun challenging activities for the children to enjoy. Regular observations of the children are carried out and shared with parents. These are descriptive, evaluative and linked to the six areas of learning in the Early Years Foundation Stage. The childminder effectively captures children's interests into her planning. For example; an interest in large vehicles led to a trip in the local area to see a new roundabout being constructed.

The childminder has a highly impressive approach to continual improvement and professional development. She is very pro-active when identifying strengths and areas for improvements and this contributes to her capacity to maintain continuous improvement. The childminder utilises regular training opportunities and researches child related information to enhance her work and understanding of childcare issues.

The children benefit from a fully inclusive environment because the childminder actively promotes equality of opportunity by ensuring that all children and their

families are valued and respected. Her very effective planning systems for the individual child helps to narrow the achievement gap and support all children's progress. There is a range of toys and resources which help to promote children's understanding of diversity within our society. Furthermore, diversity is valued through recognising special events and festivals in the community and that is special for the children attending.

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

The childminder creates an enriching, warm and welcoming environment for children, where they are very happy and extremely settled in her care. Children receive lots of attention and have a strong bond with the childminder which increases their sense of well-being. They regularly approach the childminder for guidance, support and cuddles. The childminder also uses high levels of interaction with open questioning to support children's language development and through general discussion and enjoyable activities such as singing. Children are able to self select resources and enjoy an exciting range of activities that capture their interest.

Children particularly enjoy role play and ample resources, such as dolls, telephones bags and buggies are provided to support and extend their imagination. Children enthusiastically act out scenarios such as caring for their dolls and chatting on the telephone. In addition to enhance stories, children are taken to local woods. Here they extend their interest in the outdoor environment as they search for creatures in the woods. Children's understanding of the wider world is greatly enhanced by activities such as creating dragons on sticks to celebrate Chinese New year. Children take part in creative activities linked to special events such as making Christmas decorations and masks.

Children develop their understanding of keeping themselves safe through discussions during activities, such as taking care as they play on the lower stairs. They are learning about their local community through trips to the park, and toddler groups. Children have lots of opportunities to develop their communication skills as they chat as they play. Children look to the childminder for guidance as they talk about the weather. They have great fun describing how they feel and pulling the appropriate faces to portray this. There is lots of laughter in the home as children play, they are delighted when the childminder joins in with a creative activity painting and making hand prints. They all laugh as the paints squishes through their fingers making funny noises. Children learn colours, numbers and shapes as they play with a range of resources. For example as they roll out the dough they notice they need three rolling pins so the childminder can join in. They cut shapes and comment 'this is like the moon' recalling seeing the moon in the garden that day.

The childminder knows each child's individual needs very well. All children are encouraged equally to access the play opportunities on offer. Children are encouraged to behave nicely, use good manners and to show kindness to each

other and to family pets. The childminder is very enthusiastic in her positive praise for all children in her care, boosting their self-confidence and self-esteem as they play and learn. The childminder is an enthusiastic role model and encourages the children to learn simple hygiene routines, such as appropriate hand washing procedures, from an early age. Children benefit from the childminder's clear knowledge and understanding of healthy eating. Each child has made a place mat with healthy foods and treats displayed. Children drink freely from individual cups and request more as and when required. The children have daily access to physical play activities, both inside, in the garden and within the local community. They enthusiastically rush in to the garden remembering to put on their coats as the weather is cold.

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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