

Inspection report for early years provision

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Inspection date	08/11/2011
Inspector	Carol Willett
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 has been registered since April 2000. She lives with her husband and two secondary school aged children in Holyport, near Maidenhead, Berkshire. The ground floor of the property is used for childminding, which includes a toilet. Children go upstairs for sleeping. There is a secure garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time. There are currently three children on roll in the early years age group. She also cares for a school age child on an occasional basis. The childminder attends various children's groups, such as a cookery club, toy library and music club.

The childminder has a Nursery Nurse Examining Board (NNEB) qualification. She is a member of the National Childminding Association and a local childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are secure and play happily in a safe and welcoming child-friendly home. The childminder promotes children's welfare extremely well, valuing each child's unique individuality. Children make generally good progress in their learning and development, as the childminder is very experienced and has a secure understanding of how children learn. The childminder develops an extremely good partnership with parents to ensure continuity in children's care. The childminder has begun to develop a system for reflecting on her practice. She shows a strong commitment and capacity to make continuous improvements.

What steps need to be taken to improve provision further?

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

- develop the current system of observation and assessment to make it clear how children are progressing towards the early learning goals
- develop the use of reflective practice and formal self-evaluation to identify strengths and priorities for development and involve parents and children in the process.

The effectiveness of leadership and management of the early years provision

The childminder provides good quality care. She is extremely safety conscious and carefully supervises children, to help ensure they stay safe. The childminder completes thorough risk assessments and effective daily checks to identify and minimise potential hazards. The childminder has a robust understanding of her role in safeguarding children and attends training to ensure her knowledge is up-to-date. The childminder has clearly written complaints and safeguarding policies and information about the local safeguarding procedures. The childminder's comprehensive range of written policies, records and documentation meet the requirements of registration. These are shared effectively with parents to keep them very well informed.

The childminder's home and resources are well maintained. These are well organised so children can actively play and explore safely. The childminder plans children's learning effectively. She arranges an attractive and broad range of interesting resources, which cover all areas of learning. Children freely explore and play with confidence. The childminder is welcoming to all children and treats them equally. She sensitively supports children, taking into account individual needs and personalities, as they learn through play. Children learn to care and respect others through discussion with the childminder. They also use resources that promote positive images of diversity in their everyday play. Children enjoy frequent visits in the local community, which helps promote a positive view of the wider world.

The childminder develops an excellent partnership with parents. Parents are extremely happy with the care their children receive. They provided very positive comments in their letters of support, prior to this visit. For example, they feel she is extremely reliable, helpful and supportive and provides a safe happy environment for children to learn and have fun. Information regarding children's development is shared verbally and in daily diaries. No children currently attend other settings but the childminder has a secure understanding of the need to share information with other providers. The childminder has an extremely well-organised range of documentation that she completes with parents, to help ensure children's individual needs are met.

The childminder is well organised. She is motivated to continue to make changes that will improve outcomes for children. Improvements made following her last inspection have had a positive impact on the quality of her provision. For example, she has purchased more toys to promote positive images of diversity. The childminder realises the benefit of self-evaluation and has begun to reflect on her practice. The childminder is very caring, proactive and enthusiastic. She makes good use of her home and resources to meet the individual needs of each child.

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

Children make good progress in their development. The childminder has a clear understanding of the learning and development requirements of the Early Years Foundation Stage. Children's care needs are thoroughly discussed before they start and the childminder quickly identifies their starting points. The childminder records children's learning through photographs and written observations. She uses these well to identify and plan for children's next steps in learning. She has not yet developed a clear system to assist her in tracking where children are in their development and their progress towards the early learning goals. The childminder plans a range of exciting activities that encourage children's active participation. Planned activities are based around children's interests and various yearly events. Fun activities include cookery club and music club and visiting parks, farms and museums. Investigative play is encouraged. Children are given time to explore activities, such as wooden musical instruments, at their own pace. Children enjoy playing with interactive toys with buttons and flashing lights. They explore natural materials including paint and play dough. Children enjoy baking activities where they begin to develop an awareness of their senses through touch and taste. Children's emerging communication and language skills are supported well, through repetition of sounds and words as they sing familiar songs. Children enjoy well loved books, cuddled up on the sofa with the childminder. Children express their creativity. They make music, enjoy painting, manipulate play dough, enjoy gluing activities and engage in role play with dolls and cars. Children develop their social skills at toddler groups, where they meet up with other children.

Children's good health is exceptionally well promoted and they learn about healthy living from an early age. Children play in a very clean and comfortable homely environment, as the childminder has excellent hygiene routines. Children enjoy eating well balanced nutritious meals that always include fruit and vegetables. Children choose fruit they want for snacks and talk about their favourites naming kiwis, apples and oranges. The childminder uses this time to develop a wide range of skills. The children help cut the fruit up and count the pieces, increasing their developing understanding of healthy eating and numeracy. Children excitedly wait to eat the banana bread they made during the morning, as part of planned activities. Children go out daily so they can be active and spend time in the fresh air. They play outside in the garden, go for walks and visit the park. Young children show they feel extremely safe with an exceptionally strong sense of security, in this caring and encouraging environment. They are happy and lively and actively explore the childminder's well-organised home and toys. Children have a very strong bond with the childminder, who is this extremely warm and caring. Children develop a secure sense of trust and self-esteem. They willingly approach the childminder for cuddles and to express their needs, demonstrating they feel safe and secure. Children are developing an understanding of personal safety, as they practise regular fire drills and learn about road safety. Children behave well. They respond to the childminder's appropriate behaviour management strategies, which take into account age and stage of development. Children happily learn to share toys through gentle encouragement. Children learn about their local community and different people. during regular outings to children's groups and

planned activities that introduce them to other cultures. The childminder provides children with the necessary resources, activities and opportunities they need to develop important skills for future learning.

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	1
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	2
The effectiveness of partnerships	3
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	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	1
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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