

Inspection report for early years provision

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| Unique reference number | 105369 |
| Inspection date | 10/11/2011 |
| Inspector | Amanda Shedden |
| 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 1995. She lives with her husband and teenage children on the outskirts of Slough. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The family has a hamster.

The childminder is registered to care for a maximum of six children under eight years. Of these, three may be in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children in the early years age group on a part-time basis. She also cares for older children after school.

The childminder has qualifications in social care and has former experience of caring for children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy and settled at the childminder's home. She has an in-depth understanding of children's care and educational needs and their differences are clearly acknowledged and respected. The childminder's considerable knowledge of child development and how children learn help children to make excellent progress in their learning and development overall. The system of self-evaluation and the commitment of the childminder ensure that the provision continues to develop and improve for the benefit of the 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:

- incorporate technology resources that children recognise into their play, such as a camera.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted extremely well; the childminder ensures that all environments the children use are safe. She completes highly effective risk assessments for inside the home, the garden and for all visits in the community. The childminder is vigilant and continually observes and monitors the environment

throughout the day to ensure the children remain safe and secure. She has an extensive range of policies and procedures that are used to support her practice to an extremely high standard. These are shared with the parents who have signed all the necessary documentation to enable her to care for their children safely. The childminder has an extensive knowledge of the procedures to follow if she had a concern about a child in her care. Children's welfare is exceptionally well promoted.

The environment is extremely child-friendly and welcoming; there is a range of posters displayed to support children's learning. Their photographs and artwork are also displayed giving them a strong sense of belonging. The vast array of high quality resources are displayed to encourage children to self-select which encourages their independence. Resources incorporate almost all areas of learning; however, there are fewer resources that support children's understanding of technology. The childminder has created a fully inclusive setting where all children are acknowledged as unique and have their needs extremely well met through her knowledge and positive interaction. The range of resources and activities are used well to encourage children to gain a very good knowledge of the wider world and other cultures.

The childminder has a secure knowledge about where she has conducted improvements to her setting that benefit the children. These include changes to her planning to reflect more of the children's individual interests. She has many plans to continue to enhance her practice further which include undertaking further training.

Partnership with parents and carers is extensive and worthwhile. Secure registration and settling in procedures ensure very effective sharing of information in relation to children's family and home circumstances, individual needs routines and abilities. Parents are aware that observations are made on their children and their next steps are discussed regularly. The in depth daily contact diaries and daily discussions enable parents to be fully informed of their child's experiences each day and to ensure that there is continuity of care. They are often sent text messages of pictures of their children enjoying themselves. Parents are very positive about the childminder and are extremely pleased with the care and experiences their children receive. They particularly comment on how flexible, supportive and committed the childminder is.

At present no children attend any other early years providers. However, the childminder is fully aware of the need to share children's knowledge with other Early Years Foundation Stage providers to successfully promote their learning, development and welfare.

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

The enthusiastic and experienced childminder uses the knowledge she has gained over the years to fully support the children throughout their time with her. She knows each child extremely well through her own observations and the constant interaction with the parents whom she consistently shares information with. Her written extensive observations and evaluations on the children's experiences enable her to plan the next steps for each child across all six areas of learning.

The children have many experiences during the day. They receive encouragement and praise from the childminder building on their self-esteem. They have an extremely good balance of child-initiated and adult-led activities. The childminder has several planned activities ready which she offers the children throughout the day, giving children choices helping them develop excellent skills for the future. Her interaction supports their individual development by encouraging the children to think and contribute what they already know. For instance at snack time, each child was asked to recall what fruit they had bought the previous day and if they could remember if it needed peeling or washing. They talk about size and numbers across all that they become engaged in including counting how many sandwiches they have and how big they want their pieces of fruit cut into.

The children are very curious and ask many questions. The childminder is very calm and patient and shows the children kindness and respect. She handles their short concentration spans very well always having something different for them to engage with. She makes good use of media. The children love watching a DVD which encourages them to jump, hop and move their bodies into all sorts of positions. The childminder joins in and they have great fun developing their physical skills. Children's creative skills are encouraged as they decorate biscuits, choosing items that reflect the colour of their own hair and eyes. They create pictures using natural resources such as dry leaves or dried food products. They choose from the range of resources in the playroom many of which supports their imagination. They 'cut up' the wooden toy loaf of bread, slice tomatoes and courgettes, put them on a tray and place them in the oven.

Children have very warm and close relationships with the childminder and each other. They play very well together and are learning to take turns when, for instance they play matching games or when decorating their biscuits. Their behaviour is extremely good and the childminder has strategies in place if the children become too exuberant indoors to calm them down. Children play in a clean and safe environment where they learn the importance of good hygiene routines such as hand washing and using their own towels to minimise any cross infection. They have many opportunities inside and outside to enhance their physical development. Children are offered a range of healthy snacks which they have previously discussed and shopped for. The childminder has worked extremely hard to ensure the children understand about keeping themselves safe, enabling the children to feel safe in the environment. They select where and what they want to play with and are confident to talk to visitors. They have learnt the rules of the road and respond to boundaries when they are visiting local amenities.

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

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| 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

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| 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 | 3 |
| 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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| 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

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| 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

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| 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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