

Inspection report for early years provision

Unique reference number	159827
Inspection date	16/11/2011
Inspector	Glenda Pownall

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 registered in 2001. She lives with her husband, adult child and 13-year-old child, in Maidenhead, Berkshire. The ground floor of the house is used for childminding, with sleeping facilities for young children on the first floor. There is an enclosed garden for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups. The family has a cat, two rabbits and two dogs, a Daschund and a Springer cross Cocker Spaniel.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, three may be in the early years age group. The childminder works with her daughter, who is also a registered childminder. Together they may care for a maximum of eight children under eight years at any one time, six may be in the early years age group. Both childminders have joint responsibility for the childminding practice. They are currently minding eight children part time in the early years age group and one child in the older age group. The childminder has a relevant early years qualification. She is not registered to provide overnight care.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent working relationship with her co-childminder. They organise themselves extremely well to provide a nurturing environment with a wide variety of stimulating activities. Children appear happy and at home. They have their individual needs well met due to the enthusiasm and competence of the childminder. The childminder's observation skills are a particular strength of her practice. These contribute significantly to the excellent progress children make in their learning and development. Overall, the childminder implements procedures to promote children's health and safety very effectively. The highly reflective system for evaluating practice helps to ensure continuous improvement, which benefits the well-being, learning and development of all children in the childminder's care.

What steps need to be taken to improve provision further?

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

- providing individual towels for children to dry their hands on to minimise the risk of cross-infection
- keeping a record in a fire log book of any problems encountered on fire drills and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder provides an excellent childcare service. She implements a comprehensive range of policies very effectively, to support her in running an efficient and safe setting. The childminder gives high priority to safeguarding children. She has a comprehensive awareness of the procedures to follow if concerned a child is at risk. Her clearly written safeguarding policy helps to ensure parents understand the childminder's responsibilities with regard to child protection. Children's well-being is considerably enhanced by the detailed risk assessments that cover specific outings and all aspects of the home. The childminder regularly practises fire drills with children to help them understand how to keep themselves safe, although a record of the drills is not maintained. The childminder maintains a record of visitors on the premises while children are in her care.

The childminder demonstrates an exceptional commitment to continually monitoring her practice to help ensure it meets the changing needs of children and their parents. The observation system is used to gather views of children. The childminder listens to parents and provides regular questionnaires to obtain their views of her service. She takes action to meet the wishes of parents. For example, she stopped using daily diaries at the request of parents. She has taken steps to improve on the recommendation given at the last inspection, consequently, children's attendance is now accurately recorded. She regularly attends training to develop her childcare knowledge in order to drive improvement in her practice. This is in the best interest of children in her care.

The childminder actively promotes equality and diversity. A wide range of activities and resources help develop children's understanding of the diverse society in which they live. The childminder has exceptional knowledge of the circumstances and needs of individual children because she gathers detailed information from parents. She is highly effective in identifying gaps in children's development and taking the necessary action to help children achieve in these areas. This supports children in making extremely good progress from the outset. The childminder successfully promotes the learning, development and welfare of children through the excellent communication links she establishes with the other settings children attend.

The childminder fosters highly effective partnerships with parents. She provides them with copies of her most important policies and a list of her other policies, providing copies of these on request. The childminder keeps parents well informed about their children's routine, activities and achievements through daily face-to-face discussion, emails and text messages. This helps to ensure parents are fully informed about all aspects of her service and the progress their children make. Parents are very pleased with the care and learning the childminder provides. They are particularly impressed with the new skills children learn. The extensive range of good quality resources is well-organised and used very effectively to provide challenging activities. As well as selecting resources for themselves children are able to select cards depicting different activities from the picture board in the

lounge.

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

Children develop valuable skills for their future because the childminder provides highly effective support to help them become active and independent learners. She uses her excellent knowledge of child development to plan stimulating activities that interest and excite children. Her excellent observation and assessment systems successfully record children's progress and the need for further assistance. Children learn new ways to use craft materials, following the childminder's demonstration of how to tear paper. Young children play imaginatively with a good range of home corner resources. They develop awareness of number names and counting and the childminder spontaneously sings number songs to support these. Planned activities develop children's awareness of caring for the environment. For example, they bring in used packaging to recycle in craft activities and help to plant and care for seeds. Young children enjoy choosing books for pleasure. They enthusiastically join in with their favourite stories about a snake with glasses. The childminder repeats back clearly what young children say, sensitively demonstrating pronunciation and supporting their developing language and communication skills.

Young children are exceptionally knowledgeable about good personal hygiene routines. They put their hand over their mouths when they cough and know they must clean their teeth after lunch. They use individual flannels to wash their faces but do not use individual towels to dry their hands to reduce the risk of cross-infection. Young children enjoy freshly prepared nutritious snacks and meals, which develops their understanding of healthy choices. Children participate in a wide range of daily activities to challenge their physical skills. Even on chilly and damp days they have fun running around the garden using the outdoor resources. The adult-sized furniture in the home is low-level, which helps young children to become more mobile.

Young children are extremely confident in the childminding environment. They move freely round the rooms with ease, choosing what to play with. They snuggle in next to the childminder to listen to stories, indicating a trusting relationship. The excellent organisation of routines and highly effective interaction of the childminder helps young children gain a very strong sense of security. Young children also demonstrate an extremely strong sense of belonging. They put their photograph up on the welcome board next to those of their friends, gently stroking these as they go through to the cloakroom. Children clearly enjoy being with their friends and the childminder, interacting warmly, talking and sharing resources. Young children participate in an exciting range of activities in the home and in the local community. These support their developing social skills and awareness of others.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----