

Inspection report for early years provision

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Inspection date	30/11/2011
Inspector	Aileen Finan
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 1996. She lives with her family in Cippenham, Slough, Berkshire close to local school and amenities. She has four teenage children. Children play downstairs and have access to the fully enclosed garden.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for six children under eight years of age, of whom three may be in the early years age range. Currently the childminder has four children on roll in the early years age range, who are cared for on both a full and part-time basis.

The childminder is a member of the National Childminding Association and a network childminder. She is happy to take and collect children to local schools and nurseries. The childminder supports children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has put in place comprehensive policies, procedures and assessments to help keep children safe and promote their well-being. Overall, she has highly effective partnerships with parents and other providers which support children's development highly effectively. The childminder takes extensive steps to meet the needs of children and recognises their unique qualities. As a result children make extremely good progress in their learning. The childminder is able to evaluate her provision extremely well and shows an excellent capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- developing further opportunities to help parents understand more about learning and teaching to enable them to actively support their children's development.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of safeguarding issues. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. Her comprehensive risk assessments help to ensure that the environment is safe for children. She has drawn up robust policies and procedures which are shared with parents and implemented securely and consistently. Children display an excellent awareness of their own safety and recognise how to keep themselves safe from an early age.

The childminder monitors her continuous development very thoroughly. She has attended an extensive range of training on topics such as critical thinking practice and early childhood language development. She uses what she has learnt to significantly improve outcomes for children. She rigorously evaluates her practice and as a result is very well informed about her strengths and areas of minor weakness. As a result future improvement is well targeted.

The childminder arranges her home to support children's learning and development and provides a wide range of stimulating, high quality resources. These help children to make significant progress. Children can access resources easily and this helps them to make independent choices. The childminder promotes equality of opportunity extremely well. She has an excellent understanding of children's backgrounds and this enables her to take positive steps to include them in all activities. Her understanding of their individual learning needs means that she can help each child reach their full potential. Children are developing an excellent understanding of the society they live in. They go out in the community and take part in activities, such as attending Armistice celebrations and visiting a church after the Royal Wedding. They also celebrate different cultural festivals throughout the year. The childminder provides excellent support for children speaking English as an additional or dual language.

Partnerships with other providers are very well established. The childminder has been extremely proactive in building support networks and establishing links with other providers. For example, with nurseries which children attend. The excellent channels of communication mean that children attending other settings receive full continuity of care. The childminder has excellent working partnerships with parents. Parents and children are heavily involved in decision making about her day-to-day practice and their views and suggestions are clearly taken on board. Parents are very well informed about their children's achievements, well-being and development. The childminder has begun to help them understand more about teaching and learning to enable them to actively support their children's learning.

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

Children are making significant gains in their learning. They enjoy a broad variety of activities which provide them with a wide range of interests and enhance their curiosity and imagination. For example, during a topic on senses children use different coloured paints to represent coffee, vanilla, ginger and garlic. Children thoroughly enjoy taking part in an 'art week'. They invite parents to their gallery to see their work which includes sculpture, body art and t-shirt printing. Children play a dynamic role in their own development. They take responsibility for what they would like to do and offer their ideas for play.

Children show a strong sense of security. They demonstrate an exceptional understanding of how to keep themselves safe and are confident to communicate their thoughts in a mature manner. They learn about road safety when out and about. The childminder regularly borrows resources from the local library to turn her garden into a road and pedestrian area so that children can practise their road safety skills. This helps to build their confidence and self-esteem. Children are exceptionally well behaved. They play very well together, joining in and sharing with the greatest of respect to their friends. They know about the day-to-day routines and are happy to share responsibility in tidying up and preparing for snack.

Children are making exceptional progress in their communication and numeracy skills. Everyday situations provide excellent opportunities to read together or count. For example, children count the number of cups and plates needed at snack times. They are inquisitive learners. They call out to the childminder to come and see when they discover 'something with long black legs' as they play outside.

The childminder tracks children's progress exceptionally well. She has an excellent understanding of how they learn and develop and knows their starting points and current interests well. She makes high quality observations and uses these to plan highly effectively for children's unique learning needs.

Children show an exceptional understanding of the importance of following good personal hygiene. Each child has their own towel and a wash bag with a flannel, toothbrush and toothpaste. They independently wash their hands and brush their teeth with supervision. They are provided with innovative opportunities to engage a wide range of outdoor activities. As a result they understand the importance of regular exercise as part of maintaining a healthy lifestyle. They enjoy a choice of nutritious snacks and meals.

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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