

Inspection report for early years provision

Unique reference number	EY356795
Inspection date	07/12/2011
Inspector	Joanne Graham
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 was registered in 2007. She lives with her husband and two young children in Tilehurst, Reading, Berkshire. The downstairs room are used for childminding and children access upstairs for using the bathroom and when sleeping. There is an enclosed garden for outside play and access to the premises is via eight downwards steps. The family have no pets.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding six children in the early years age group, three of whom attend full time education. She also offers care to children aged over the early years age group to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder communicates effectively with parents and other early years settings the children attend, gathering information to enable her to significantly cater for individual needs. Robust paperwork contributes significantly to promoting children's health and well-being. The childminder's self-evaluation process is effective in providing an accurate appraisal of her current high standards and identifying next steps to secure improvements. An enthralling array and variety of experiences are provided for children and the planning and assessment of learning and development is comprehensive. Overall the children are developing an understanding that pictures and symbols give meaning to written text.

What steps need to be taken to improve provision further?

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

- updating photographic resources, especially those which depict the house rules, to further increase children's understanding that text has meaning.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a very clear understanding of procedures to safeguard children from harm and neglect. She is fully aware of her responsibility to refer any concerns to relevant authorities should the need arise. She attends regular training to update her knowledge and additional literature supports her extremely well. The childminder has very good procedures to protect children from persons not vetted and she accurately records children's attendance times to make sure she maintains ratios and promotes their well-being. Thorough written risk assessments are in place and reviewed regularly. The childminder uses these to ensure the environment is very safe, suitable and enabling to all the children. The childminder maintains documentation to a high standard and stores these securely. She ensures parents sign all mandatory consents and have a copy of her written policies and procedures.

Continuous improvement is a priority and excellent systems are in place to monitor, assess and evaluate current practices. The childminder has an extremely positive attitude to maintain existing high standards and to continually improve and progress the provision. The childminder records accurate and evaluative observations of children's current levels of development and notes their next steps to further increase their achievements in all areas of learning. She uses these assessments effectively to inform future planning needs and she shares these effectively with the parents. Children have access to a wide range of activities, both in the home and through visits to community groups. Toys and equipment are in very good condition, age appropriate and support children's developmental needs very well to move their learning forward.

The childminder values parents' opinions and views fully and obtains additional information via questionnaires, which she uses successfully to reflect on her practice. The highly effective relationship between the parents and childminder contributes significantly to the continuity of care and learning for the children. Parents are well informed about the service through daily diaries, text messages, emails and verbal discussions. Children benefit from the relationships the childminder builds up with other professionals, as she realises this supports her to meet children's individual needs. The childminder operates an inclusive setting. She understands that all children are unique and learn in varying ways and at different rates. She is respectful of children and their families and is sensitive to their home spoken languages, incorporating French words into every day sessions.

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

Children benefit significantly from the easy accessibility of an extensive range of resources and the child-friendly learning environment, both inside and outdoors. They confidently self-select, are busily occupied and engage for extended periods. Children undertake purposeful play and keenly partake in activities the childminder

suggests. For example, they especially enjoy using their senses whilst exploring the treasure box, by banging together objects to make different sounds and tickling one another using a pastry brush. Children take pleasure in sharing stories with the childminder. They snuggle together, turn the pages carefully and talk about the pictures. The childminder uses this learning opportunity effectively to extend learning by asking open ended questions and matching actions to the words of the stories. Pictorial posters inform children of house rules, good road safety practices and what to wear when using the garden and help them to establish text has meaning. However, the house rules poster does not depict images of the children currently being minded.

The appropriateness of the activities for children's ages and stages of development significantly supports their development in all six areas of learning and their continued enjoyment. The childminder demonstrates she has a very good knowledge of individual learning needs, developmental milestones and children's interests, enabling them to progress significantly, yet at their own rate and method. The childminder teaches children how to keep safe by thinking of others and their own needs by implementing boundaries. For example, picking up books so they don't slip on them, sitting down to eat and not climbing up the slide.

Children understand and adopt very good healthy habits and hygiene practices. They wash their hands before eating, use their own coloured towels to dry them and tissues are easily accessible. With excellent support and useful resources, the childminder encourages children to become independent in their self-care skills. Children have regular access to drinks and healthy snacks, encouraging them in forming healthy habits and maintaining their routines. Children learn about sustainability through varied activities, such as planting fruit, vegetables and sunflowers in the garden and then collecting the seeds to use for next year's crops. Children skilfully operate toys to activate music, flashing lights or making the toys move. One child repeats these actions again and again, consolidating the learning and skill. Children communicate very well through gestures and words and the childminder skilfully introduces counting into everyday activities. This helps to develop children's skills for the future.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
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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