

Inspection report for early years provision

Unique reference number	116922
Inspection date	11/01/2012
Inspector	Mandy Gannon

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 registered in 1999. She lives with her husband and two school age children who she home educates, in Reading, Berkshire. The whole of the ground floor is used for childminding with access to bathroom and sleep facilities upstairs. There is an enclosed garden for outside play. The childminder is registered on the Early Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years; of these, three may be in the early years age group. She currently has one child on roll in the early years age group. The childminder attends toddler groups, and visits places of interest in the local area. The childminder has a cat, a rabbit, a rat and chickens.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in a setting where the childminder goes out of her way in order to meet their individual needs. Accurate observations and assessments identify the next steps in each child's learning and development, helping them make rapid progress. Overall, the childminder makes excellent use of the environment and resources to stimulate the children's interest. Partnerships with parents and the childminder are exceptional as they work collaboratively to help each child reach their full potential. The capacity to make continuous improvement is exceptional due to the dedication and commitment of the childminder. She continues her training in order to extend her knowledge and has highly effective processes in place to review her practice.

What steps need to be taken to improve provision further?

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

- recording the evacuations practised in a fire log book of any problems encountered and how they were resolved.
- enhancing the environment in order that it is richer in signs, symbols, words and pictures to take into account children's different interests and understanding.

The effectiveness of leadership and management of the early years provision

The childminder has an exceptional understanding of her responsibilities with regard to child protection and has successfully updated her training recently. Accurate policies and procedures are in place, regularly reviewed, updated, and

shared with parents. Meticulous daily checks of the premises and frequent cleaning of toys promotes children's safety and minimises any potential hazards. The childminder frequently wipes surfaces and she places a new cloth on the table before serving food. She follows excellent hygiene routines when changing nappies as part of her consistent measures to protect children's health. The childminder completes and accurately records thorough risk assessments of the property and of outings. Fire safety equipment is in place and children are aware of keeping themselves safe as they regularly practise evacuation drills.

Equality and diversity is at the heart of this setting as the childminder values the uniqueness of each child. She skilfully differentiates activities to meet individual needs in order that all children are included. Children have excellent opportunities to socialise in the local community. They integrate in toddler groups and creative activities, which the childminder helps to run and organise. Through the home education of her own child, the childminder introduces different projects for all children. They learn about the wider world through art, craft, stories and cooking activities. Maps around the home extend children's knowledge of other cultures and countries. Exceptional relationships with parents promote highly successful partnerships. Parents value the superbly detailed communication and sharing of information. Parents are encouraged to contribute to their child's learning journals. Regular sharing of observations, assessments and three monthly reviews, promote an accurate understanding of each child's individual needs. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises.

Children benefit from an extensive range of toys, resources and activities. Most children make decisions and are able to access freely toys and resources, which are suitable for their age and stage of development. However, not all resources have helpful picture labels to help younger or new children make choices. The childminder has an accurate understanding of her setting. She continually reflects on her practice, through regular meetings with parents. They are actively encouraged to contribute their views of her strengths and ideas for further improvement. The opinions of children are also sought and all views are reflected upon and actions taken. This reflects an outstanding attitude to ensuring improvement. The childminder actively and successfully promotes sustainability. She involves children in the planting, growing and harvesting of vegetables in the plot in the garden and on the family allotment. Children benefit from walks to local parks and woods; they learn about recycling and seek surplus paper products from local companies for creative activities.

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

The childminder has an excellent understanding of the Early Years Foundation Stage to help children make rapid progress. Children are involved in an extensive range of interesting activities. A young child exploring sand and rice for the first

time receives sensitive support. The childminder offers praise and encouragement. Children excitedly find a favourite book and skilfully turn the pages, identifying a duck and telling others it says 'quack'. Children make purposeful choices about what they would like to do. They explore the environment, developing their confidence if they have recently learnt to walk. They hold onto low-level furniture and look towards the childminder for acceptance and praise as they show off their skills walking across the room. Young children enthusiastically respond to praise as they clap their hands and repeat the action, increasing their confidence. Babies make eye contact and verbalise with confidence as they begin to form strong attachments with the childminder and her daughter. Highly effective tracking, analysing and the monitoring of children's progress ensures the individual needs of each child are met very effectively. Children's achievements are exceptional.

Children benefit from nutritious home cooked meals and snacks. The childminder is vigilant in meeting all dietary requirements and is very aware of potential allergies. Excellent steps promote effective hygiene practices and minimise the spread of infection. All children wash their hands before eating and they use individual towels to minimise cross infection. Children develop an excellent understanding of how exercise and fresh air contribute to a healthy lifestyle. They access the garden, allotment, parks and woods throughout the year. Children are confident and are developing their awareness of safety through the sensitive support of the childminder and well-organised routines.

Children are completely at ease, settled and happy. They show an exceptionally strong sense of security. The childminder skilfully reads the signs when babies show they are tired. Children's confidence and self-esteem is promoted through the superb encouragement, praise and support of the childminder. Children behave exceptionally well as they are aware of expectations and demonstrate care for each other. Children have a strong sense of belonging as each individual is highly valued and the childminder successfully meets the needs of each child.

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	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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met