

Inspection report for early years provision

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Inspection date	17/01/2012
Inspector	Keriann Belcher
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 1992 and has been minding children since 1984. She lives with her husband in Slough. The childminder designates the whole of the ground floor for childminding which includes two playrooms and a bathroom. There is an enclosed garden for outside play. The family have no pets. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, of these, not more than four may be in the early years age group. The childminder is currently minding three children in this age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The needs of the children are exceptionally well met and they are making excellent progress in their early development. This is due to the childminder's outstanding knowledge of providing a child-focused, stimulating environment and activities that sustain children's interest and develop their skills. Excellent partnerships with parents, and overall with other settings the children attend further promote continuity of care and learning. Children's welfare is protected through many positive policies and procedures which underpin the outstanding service offered to children and their families. Highly effective systems for self-evaluation overall lead to continuous improvement in the childminder's service. The provision for children's safety and welfare is exemplary.

What steps need to be taken to improve provision further?

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

- establishing links with other settings where children receive education and care for continuity and coherence in children's learning.

The effectiveness of leadership and management of the early years provision

Children are cared for by a very professional and nurturing childminder. A strong emphasis is placed on safeguarding children; the childminder is extremely knowledgeable about child protection issues and knows the procedure to follow should she have concerns. Highly effective risk assessments are carried out to promote children's safety on the premises and on outings. The environment is conducive to children's learning. There is ample play space available for them to

fully explore the play materials in comfort, in either of the dedicated playrooms. Indoor and outdoor space is used exceptionally well and there is an excellent range of high quality toys and resources. These are beautifully presented and well laid out with space for children to explore and investigate. The extremely good balance of adult-led and free play allows children to make independent choices as they play

The childminder provides an inclusive environment for all children and families. Children play with carefully selected toys and range of books that reflect gender, culture and disability. As a result, they are developing respect for and insights into cultural diversity.

The childminder has rigorous systems in place to monitor the effectiveness of her provision through self-evaluation, parent questionnaires and working with early years development advisors. She considers how she will continue to improve her childminding service, for example, by restructuring her observations to give greater clarity when writing about the children's progress. Since the last inspection, the childminder has made continuous improvement by putting her ideas in to practice. For instance, she attends several training courses to enhance her knowledge and skills for caring for children such as behaviour management and developing children's early speech and language. The childminder's excellent organisational skills mean that all the documents, policies and procedures required for the safe and efficient management of the setting are extremely well maintained.

Parent's views are sought as part of the evaluation process through the use of detailed questionnaires about the service provided. The feedback from the questionnaires and 'thank-you cards' reflects the parent's pleasure with the very high quality care their children receive. A wealth of information, such as policies, procedures and general childcare information, is given to parent so they are aware of the service they and their child will receive. However, the links with nurseries that the children attend are less well established for the continuity of children's learning and development. Annual reviews are held with parents in order to discuss all relevant issues and future plans. Parents have opportunities to see their child's development file in order to observe their progress.

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

Children are very relaxed and have great fun during the time spent at the childminder's house such as dressing up as witches and 'mummies' for a Halloween party. Lots of opportunities are created for children to practise their early writing skills and they paint pictures or draw using crayons and pencils. They begin to understand that print carries meaning as they observe many words on posters displayed on the walls. Children's communication, language and literacy is strongly prompted. They talk enthusiastically during activities and have regular stories read to them; they visit the library to look at books and have extensive opportunities to identify and write their own name. Children thoroughly enjoy planting sunflowers and tomatoes at the allotment which enables them to learn about the importance

of sustainability. Children are developing an excellent understanding of the natural world around them and they show great delight as they dig in the soil looking for worms or pour and sift sand in the tray.

The caring and nurturing environment created by the childminder enables the children to flourish. They understand what is expected of them because there are rules in the home that are consistently applied. These include sitting at the table to eat and taking off shoes. Knowing the rules help children develop a sense of belonging and security. Children also learn to be considerate to others and polite. The childminder helps children begin to develop an understanding of how to keep themselves safe as they join in emergency evacuation drills from the home. In addition, children have a fantastic time when the childminder hires extra resources. For example, miniature road signs, traffic lights and a zebra crossing are loaned and positioned so that children can 'drive' toy cars around the obstacle course and learn about road safety. Individual children have their own colour coded items such as beakers or hand towel. In addition the childminder sets up an interest table with different themed colours. Consequently, children make outstanding progress in their development and can recognise their primary colours before starting school.

The childminder has thorough understanding of child development and the learning requirements of the Early Years Foundation Stage. This enables her to make clear and concise observations of children's progress and link these to the different areas of learning. Children's individual files show exactly how they are learning and progressing and what they are working towards. For example, developing independence skills when learning to become mobile. Activities are well planned in advance, but also allow a degree of flexibility for the children's own interests. Prolific photographic evidence shows children participating in many activities, such as visiting Santa, playing creatively with musical instruments and numerous outings to local woodland parks or places of interest. Children are developing extremely positive attitudes towards healthy life styles. Personal hygiene routines are exceptionally well established to support children in becoming independent, for instance, they wash their hands during the routine of the day. The childminder successfully encourages the children to eat healthily at snack time, with fresh fruits and fresh water provided throughout the day. They engage in a wide range of physical activities, such as running around in the local parks and playing in the back garden. They also go on trips to exciting places of interest, such as the river, farm or castles. In the colder weather, they benefit from physical exercise in soft play centres and pre-school groups. Children's safety is of paramount importance. The childminder provides a safe and secure environment for children by undertaking extensive and comprehensive risk assessments of that cover anything with which the child may come into contact.

The childminder is extremely dedicated and professional therefore, children have a wonderful time as they learn through fun activities, gaining many skills that support their future learning and success.

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