

Inspection report for early years provision

Unique reference number	EY222982
Inspection date	23/01/2012
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 was registered in 2000. She lives with her two adult children in Caversham, Reading, Berkshire. The whole of the ground floor, except the lounge, is used for childminding, which includes a dedicated play room. Sleep facilities are provided in the master bedroom on the first floor. 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. The childminder is registered to care for a maximum of six children under eight; of these, no more than three may be in the early years age group. She currently has three children on roll, all of whom are in the early years age group. The childminder attends the childminder drop-in sessions at the local children's centre, and visits local places of interest and parks. The family has a cat. The childminder has recently completed a Foundation Degree in Childhood Studies.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in a setting where they are highly valued as being unique. The skilled childminder completes thorough observations and assessments to very effectively identify the next steps in each child's learning and development. Children benefit from a superb indoor and outdoor environment. Although pictorial labelling is widely used it is not available in all areas to extend children's choices and decisions. Excellent partnership with parents, carers and other providers promotes a collaborative approach to enable each child to reach their full potential. The dedication and commitment of the childminder is unquestionable as she constantly reviews her practice and updates her skills and knowledge through training. The capacity to make continuous improvement is inspirational.

What steps need to be taken to improve provision further?

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

- enhancing the environment to extend the use of pictorial signs.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded as the childminder has an exceptional understanding of her responsibilities with regard to child protection. She has completed extensive training including the common assessment framework and designated person training. Meticulous policies and procedures are in place in

order to protect children and promote their well-being, which the childminder regularly reviews and updates. The childminder is vigilant and supervises children exceptionally well. She completes thorough risk assessments, and daily safety checks to minimise any potential hazards. Children regularly practise evacuation procedures, so that they know what to expect. Evacuation procedures are thorough; visitors to the premises are given a plan of the evacuation route and the procedures to follow. The childminder maintains accurate attendance records that include arrival and departure times. She records visitors to her home, in order to protect children.

Children benefit from an extensive range of toys, equipment and resources. The childminder's professionalism and dedication is inspirational. Children follow their interests and confidently explore the exceptional indoor and outdoor environment. The childminder has a precise view of her setting and very effectively evaluates her practice. She constantly reviews her practice and successfully identifies areas for further improvement. She seeks the views of parents and children through regular discussions and parental questionnaires. Sustainability is actively promoted as children are encouraged to recycle materials. They plant seeds in preparation to transfer to their allotment later in the year and take walks in the local area.

The childminder's commitment to promoting equality and diversity is exceptional. Her superb practice means the needs of each child are always of paramount importance and at the heart of the setting. Children develop their understanding of other cultures and festivals. They excitedly 'roar', putting on a dragon mask they have made from a cardboard box, celebrating Chinese New Year. Children benefit from regular opportunities to socialise in the local community as they attend a group at the local children's centre. The childminder excels in her efforts to narrow the achievement gap. She works closely with parents in identifying the next steps in their child's learning and development. For example, one parent comments 'this looks great we will try and do the same so thanks for the ideas'. The childminder is proactive in seeking and successfully forging links with other providers in order to promote collaborative working. She shares children's records, identifies their key person and extends activities introduced at other settings. Highly successful partnerships with parents are in place. Parents value the childminder's exceptional organisation and communication skills. Parents are actively involved and receive accurate information about what their child has been doing. The childminder achieves this through daily discussions, written records, emails, texts and regular review meetings. Parents praise the childminder as they comment 'she really thinks hard about the needs of individual children and will adapt activities accordingly ...the activities they participate in are great '.

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

Children flourish in a setting where they are highly valued as being unique. The childminder has a thorough understanding of the Early Years Foundation Stage. Children play a dynamic role where they make choices and decisions from an extremely wide range of activities in this inspiring setting. Children eagerly put on

all weather suits and suitable clothing and excitedly access the outdoor learning environment throughout the year. They explore the environment with confidence as they enthusiastically bang saucepans and plastic bottles hung on the fence excitedly making music. Children keenly experiment as they explore different textures and materials. They pick up rice, lentils and pasta in their hand and are intrigued as it trickles out from between their fingers. They pour rice down plastic guttering and investigate as it appears at the other end or disappears down a hole. Children extend their knowledge of different textures as they scrunch different materials and scrape their fingers along corrugated card. The childminder encourages children's independence to actively and safely take risks, as they competently climb into the sand pit unaided. Children successfully learn about the world around them as they listen for birds, identify insects and build a 'bug hotel'. They feed the garden hedgehog in his specific labelled 'house' area. Although, pictorial labelling is not extended to all areas. Young children confidently vocalise and successfully communicate their needs. Children confidently problem solve as they proudly put cars in the cardboard box garage they have made. They identify that they need to take a car out in order for the garage doors to close. Meticulous observations, assessments and planning are in place to enable each child reach their full potential.

Children benefit from an environment where highly effective steps are taken in order to minimise the spread of infection. They practise robust hygiene routines that include washing their hands after coming in from the garden and before handling food. The childminder ensures even young children's hands are cleaned after she has changed their nappies, developing their understanding of cleaning hands after toileting. The childminder holds a food hygiene certificate and follows excellent procedures for the safe serving of food. Children are confident as the childminder supports them extremely well in developing their awareness of safety, through well-organised interaction and routines.

Children are confident and settled. They have high levels of self-esteem as they are successfully supported by the highly skilled childminder, who effectively praises and encourages them. Children relate well to the childminder and each other, they cuddle into the childminder when they feel tired or need reassurance. Children have a strong sense of belonging, as they are highly valued. They enjoy looking at photograph albums of themselves and people who are important to them, they proudly show their art work which is displayed both inside and outside and find their comforter to take to bed. Children are secure and at ease in this superb setting.

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

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