

Inspection report for early years provision

Unique reference number	EY254102
Inspection date	12/03/2012
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 registered in 2002. She lives with her partner and school age child in Pangbourne, near Reading. The ground floor of the childminder's home is used for childminding and children access the upstairs bathroom. There is a fully enclosed garden for outdoor play. The family has a pet cat and dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in the early years age group. She also offers care to children up to the age of 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. The childminder holds a National Vocational Qualification at level 3 in Childcare and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder effectively promotes and supports inclusion as she recognises, values and respects the uniqueness of each child. The childminder demonstrates high levels of commitment as she continually monitors and extends her practice in order to continuously support the development of children's care and learning. The childminder's excellent organisation skills and high quality documentation significantly promote and safeguard children's welfare. Children benefit extensively from very strong relationships between the childminder and their parents and carers. The childminder establishes good quality partnerships with other early years settings where children attend. Children are happy and relaxed, and comfortably settle to their chosen activities.

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 systems to further increase links with other early years settings children attend to fully promote continuity and coherence of their individual learning and development.

The effectiveness of leadership and management of the early years provision

The childminder's outstanding practice comprehensively promotes the safeguarding of children. She ensures unvetted persons are never left alone with the children; her child protection policy contains up-to-date information and she has a very good understanding of procedures to follow if she has any concerns. The childminder has a very positive attitude to training and to evaluating her practice. She ensures she updates her knowledge to enhance and maintain her high standards. The childminder's excellent organisation skills help her to provide an enabling, learning environment to maintain safety and to meet the individual routines of the children exceptionally well. Consequently, children confidently move between inside and outdoors and select their chosen activities with self-assurance. The childminder is very pro-active in identifying and minimising potential risks and hazards to children. She supervises children very well, completes comprehensive written risk assessments and ensures children are aware of the house rules, which help to keep them safe. For example, house rules include not entering the kitchen and placing shoes in the box so they are not a trip hazard.

Extensive praise and encouragement boosts children's self-esteem and develops their sense of belonging. Family context and make-up is fully respected and acknowledged, contributing significantly to ensure children's individual needs are being fully met. Children access an extensive range of toys and equipment, which are age appropriate, in very good condition and support individual interests. They become aware of the wider world through visits to the local community. They change their books at the library, go to the local green to ride bikes and scooters and go to the park regularly. Children also develop an understanding of celebrations and festivals. For example, they are keen to complete activities relating to Mother's Day and made pancakes and Valentine's Day cards. Children practise emergency evacuation procedures regularly and this helps to promote their welfare very well.

There are friendly and professional relationships in place with parents, which promote children's care and learning. Very good information is collected from parents to ascertain children's starting points in their learning and children's progress and achievement is shared well through daily conversations. The childminder follows parents' preferences with how to share information about their child. Overall, the childminder has developed good quality partnerships with other early years settings where children attend, supporting their individual learning and developmental needs. However, these partnerships do not yet fully promote continuity and coherence of children's learning and development. The childminder seeks the views of the children by asking them their preferences. They are confident to share these with her as they know these will be respected.

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

Children are very settled in the homely environment and build strong relationships with their peers, the childminder and her family. Subsequently, children are confident to initiate their own play and to share their news. The childminder's role is significant in enabling the children to have the confidence to join in. She is extremely supportive, very encouraging and skilfully fosters and broadens children's learning. The childminder effectively engages the children's interests by asking questions to help them think and to extend their play. One child is keen to show the childminder a new book about letter formation and talks confidently about its context. The child flourishes with the childminder's interest and confidently names the letters she points out.

Children significantly benefit from the childminder's excellent knowledge of developmental milestones. The childminder completes visual and written observations regularly to track and assess children's progress. These are used effectively to help her plan for the children's future developmental needs and interests. In their daily play, the children are learning some of the skills they will need in the future. They communicate effectively with their peers and the childminder, they mark make and are beginning to name and write letters. Children count in everyday situations and problem solve very well. For example, sorting through small construction blocks to find appropriate pieces which fit to build a car. Children increase their physical development very well by accessing activities, such as balancing on stilts and using bats and balls, as well as using scooters.

Children benefit from healthy lifestyles. They enjoy varied and nutritious home cooked meals and snacks, which promote healthy eating. Meal times are sociable occasions as they sit together to consume their food. The childminder makes sure the sizes of helpings are suitable for the children and they are able to eat at their own pace. Children have frequent opportunities for fresh air and exercise, which promotes a healthy lifestyle. They regularly play in the garden and in parks and go for walks in the local community, and to and from school. Children's behaviour is very good and they respond positively to the childminder's requests. Children's welfare needs are supported very well as the childminder has appropriate documentation in place if children have an accident or become ill while at the setting. The childminder holds a current first aid certificate and has procedures in place to ensure she can respond appropriately in the event of an emergency.

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	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

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