

Inspection report for early years provision

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| Unique reference number | 159132 |
| Inspection date | 12/03/2012 |
| Inspector | Joanne Graham |

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| 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 2001. She lives with her husband and three children, in Bracknell. The downstairs of the childminder's home is used for childminding, with access to the bathroom and sleeping facilities upstairs. There is a fully enclosed garden for outdoor play. The childminder is registered to care for a maximum of five 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 one child in the early years age group. She also offers care to children aged up 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. The childminder attends local carer and toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very keen to learn, because the childminder is extremely responsive to their interests and enthusiastically encourages their participation. The childminder's self-evaluation process is highly effective in providing an accurate appraisal of her current high standards and identifying next steps to secure improvements. The childminder recognises the uniqueness of each child and supports their individual needs very well. This contributes significantly in helping children make very good progress towards the early learning goals overall. Thorough information obtained from parents significantly helps the childminder to promote continuity of care and learning.

What steps need to be taken to improve provision further?

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

- recognising the mathematical potential in the outdoor environment, for example, children counting and recognising number labels through their physical activity.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a very good knowledge and understanding of how to implement the procedures for child protection, to ensure the safety and welfare of children. She fully understands her responsibilities and has up-to-date information and training. The childminder constantly reviews her practice to maintain her existing high standards. She attends training regularly, accesses

professional literature and shares good practices with other childminders to aid her effective evaluation process. The childminder is proactive in identifying potential hazards to children and minimises these very well through completing comprehensive risk assessments and being very vigilant. The children benefit significantly from the implementation of house rules and regularly practising the emergency evacuation procedures.

Children benefit from consistent positive praise and encouragement, boosting their self-esteem significantly. There are effective systems in place to record children's attendance, accidents and medication to promote their well-being. All records are stored securely to ensure confidentiality. Children access a vast range of toys and resources, which appeal to their changing interests. These are in very good condition, age appropriate and meet their developmental needs effectively.

The childminder has very good relationships with parents. She keeps them well informed of their children's care and learning through detailed discussions, emails, mobile phone text messages and daily journals. Letters received from parents, as part of the inspection process, detail how pleased they are with the childminder's practice. 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 become aware of the wider world through accessing a wide range of resources depicting positive images of diversity and regular trips to the local community. This helps them to develop a very good understanding of others.

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

Children's learning is significantly enhanced by the childminder's excellent knowledge of children's developmental milestones. The childminder is very familiar with children's individual capabilities and developmental stages. Therefore, she ensures they access a wide curriculum of planned and spontaneous activities catering effectively to each child's needs. The childminder clearly understands that children learn best through fun activities and provides many first hand experiences. Consequently, children make excellent progress overall. The children especially enjoy making noises as they bang the drum and operate the key board, increasing their creative development and exploring how to make noises and sounds.

The childminder ensures children have time to experiment, explore and revisit their experiences. This helps children to compound their learning, as well as learning new skills. Children especially enjoy 'feeding' the babies and repeat this process again developing their imaginative play very well. The childminder ensures she provides a wide selection of resources to further develop this play effectively. The childminder skilfully fosters children's curiosity and significantly enhances their learning by asking questions to help children think and being extremely attentive to their needs. In their daily play, children are learning the skills they will need in the future. Their skills in communicating and literacy are developing very well. They access stories with the childminder and converse their needs through

gestures and words. Younger children skilfully explore and activate electronic toys, pressing buttons to make sounds and lights, demonstrating they understand that one action can result in something else happening. Overall, children access activities to develop their counting and problem solving skills very well, although this is not as effective outdoors during physical activity.

The childminder records accurate and evaluative observations of children's current levels of development. She notes their next steps to further increase their achievements in all areas of learning. The childminder uses these assessments effectively to inform future planning needs. She completes regular written reports for parents to share in their child's achievements. Children feel very safe and secure, as the childminder sits closely with the children and reassures them continually when they indicate they are unsure. Consequently, they are confident to initiate their own play and to join in planned activities with the childminder. They especially enjoy making collages selecting what to stick onto their pictures with self-assurance. They actively use their senses to learn as they explore the different textures in the story about ducks and chicks, using their hands. Very good hygiene practices are implemented to minimise cross infection. Children use wipes before and after eating and developing the skills to do this independently. Children know to brush their teeth after their meals and keenly do this. The childminder skilfully reinforces why these actions are effective hygiene processes with the children.

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

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| 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

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| 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

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| 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

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| 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