

## Inspection report for early years provision

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<b>Unique reference number</b>	105467
<b>Inspection date</b>	13/06/2012
<b>Inspector</b>	Carol Willett
<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 1990. She lives with her adult daughter in a first floor flat in Langley, Berkshire. The flat is accessible via a flight of stairs. It is close to local shops, schools, parks and amenities. The childminder uses the lounge, kitchen-diner and bathroom for childminding. Children have use of a bedroom for sleeping. Children do not have access to a garden for outside play, but the childminder takes them out daily.

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 six children, of which three may be in the early years age group. There are currently five children on roll; of these three are in the early age group. The childminder is a member of a local childminders' forum.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are extremely happy and make excellent progress in their learning as the childminder very effectively organises her home and resources. Children play and learn in an attractive, welcoming, inclusive family home where the childminder has a full awareness of their individual needs. Overall, the childminder effectively uses her skills and the vast range of resources to support children's learning and development in all areas of learning. The childminder demonstrates an excellent capacity to improve outcomes for all children. She continually reflects on her practice, using the internet and attending childminder forum meetings, and undertakes training to update her knowledge and skills.

## **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 skills further to extend children's thinking and help them make connections in learning through the improved use of open questions.

## **The effectiveness of leadership and management of the early years provision**

The childminder clearly understands her role and devotes her full attention to supporting children's safety, welfare and learning. She very effectively safeguards children's welfare. The childminder updates her child protection training and has a

detailed safeguarding policy, which she shares with parents. She has easy access to contact details of the local safeguarding children team. The childminder keeps a record of visitors to her home and she is vigilant about supervising the children. She prioritises children's safety and completes thorough risk assessments of both her home and all places to which she takes children. She checks her home for potential hazards each day before children arrive. The childminder carefully takes account of access to her flat before accepting children into her care, as she has to use a flight of stairs to access her home.

Children have close affectionate relationships with the childminder and her adult daughter. The childminder's home is exceptionally well organised to provide an attractive child-friendly play area with lots of bright colourful displays. Children are very relaxed and move freely, exploring the vast array of quality toys, showing they feel safe and secure. The childminder rotates toys regularly to maintain children's interest, including a wide range of resources that reflect diversity. The childminder has an excellent knowledge of each child's background and interests. She provides caring support to enable them to make steady progress in their learning and development. The childminder treats all children with equal concern and provides very positive play experiences that meet their individual needs and interests.

The childminder fully understands the importance of working in partnership with parents and others involved in children's care and learning. She develops excellent relationships with parents and shares comprehensively detailed information with them about her practice. The childminder keeps parents fully informed about their children's care and development as she shares children's development records and photographs. The childminder displays useful information around her home on notice-boards. Parents provide very positive comments about the care their children receive and pass on recommendations to neighbours. There are well-established links with local pre-schools, which promotes the continuity of care for each child. The childminder shares information as children are collected and arranges meetings to share their achievements.

The childminder has an extensive selection of policies and procedures, which effectively contribute to her service and helps ensure the welfare of the children. She regularly reviews and updates her policies which she shares with all parents. All required records, documentation and parental consents are in place and all are stored securely. The childminder has very effective procedures in place to evaluate her practice using Ofsted's self-evaluation format. She invites parents to make suggestions for improvement. The childminder completes training workshops to continuously develop her knowledge and skills. She attends childminder forum meetings, uses the internet and reads early years literature to keep up to date with all new initiatives.

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

Children make excellent progress in their learning and development as the childminder is extremely well organised. She knows children extremely well and uses the information from her observations to plan activities and experiences to meet each child's interests and needs. The childminder devotes her time to ensuring children are secure, happy and having fun as they learn. Children show an extremely strong sense of security in the childminder's care. She displays children's artwork and photographs attractively, giving them a sense of pride and belonging. Children are very confident and lively, and play exceptionally well together. They enjoy role play with cars and dinosaurs and take pleasure in making tea and cakes in the home corner. Children play cooperatively, solving problems as they complete jigsaws and make models with construction toys.

Children develop an excellent awareness of safety through discussions with the childminder and daily experiences. For example, they talk about why they need to clear the spilt water up from the water tray in the kitchen. Children hold the banister carefully as they go down the stairs to go outside. They practise road safety and fire evacuation, which reinforces their awareness of keeping themselves safe. Children clearly understand and enjoy the benefits of physical activity. Though there is no garden, children have excellent daily opportunities to develop their physical skills. They walk to pre-school and use the local parks and adjacent field. Photographic records show children successfully use the variety of larger play equipment at the park. Children understand the importance of good personal hygiene using their own towels for hand washing and toothbrushes after eating. Children are very well protected from the risk of illness and infection as the childminder takes very positive steps to minimise the risk of infection.

The childminder has an excellent understanding of how to support children in developing their knowledge and skills. Consequently, they make excellent progress in developing their future skills. Children are extremely confident communicators and easily initiate conversations with adults. They freely select toys in easily accessible labelled boxes. Displays of posters, such as the alphabet, effectively help to develop children's awareness of print carrying meaning. An interesting range of toys develops children's numeracy skills. For example, plastic cakes reinforce children awareness of shapes, colours and numbers as they play tea parties. The childminder makes effective use of questions to reinforce children's learning during play, although does not always maximise opportunities to help children make connections in learning through the use of open questioning.

Children develop extremely good social skills as they play together. They meet up with other adults and children at toddler groups. Children develop awareness of differences, people and cultures as they access a wide range of books and toys. Children behave extremely well and are very cooperative in the morning routines. They happily stop play and put on shoes to go to collect friends from pre-school. Children politely ask to get down from the table after their lunch. Children learn about technology as they use the computer and play with programmable toys. They learn about the wider world on nature walks, where they examine creatures

such as snails. They visit a bird park to feed the swans, and meet farm animals at the children's farm. Children learn about history visiting Windsor Castle. They enjoy a wide range of creative activities as they freely paint and discover dinosaurs hiding in a tray of pasta. A book and poster of dinosaurs further engages their knowledge and extends their growing understanding.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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