

Inspection report for early years provision

Unique reference number	EY271311
Inspection date	12/10/2011
Inspector	Susan May

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2003 and is a qualified teacher experienced in early years. She lives with her husband and three children aged nine, 15 and 17 years in Bracknell, Berkshire. The ground floor is used for childminding with sleeping facilities on the first floor. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and may care for a maximum of six children under eight years at any one time. The childminder is currently minding four children in the early years age group. The childminder also cares for older children. The childminder is prepared to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive as they play happily in the safe, secure and welcoming family environment the childminder provides. This considerable knowledge enables her to plan interesting and stimulating activities that provide opportunities for all children to make excellent progress in their learning. The childminder offers an inclusive service as she ensures she has an extremely good understanding of each child's individual requirements and needs. She has excellent relationships with parents and others involved in the children's care, which successfully promote continuity in children's care and learning overall. The childminder regularly and rigorously evaluates her provision and is proactive in seeking improvement in order to effectively move children's learning forward.

What steps need to be taken to improve provision further?

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

- exploring ways to further develop communication links with parents to provide them with additional opportunities to contribute to children's development records.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded as the childminder has a very clear

understanding of her role and responsibilities to protect children in her care. Children move around confidently and clearly feel highly safe in the secure, child-friendly environment. All adults in the home have the required checks and children are supervised at all times and never left unattended with persons who have not been appropriately vetted.

The childminder is a qualified and experienced childcare practitioner who uses her extensive knowledge to provide children with a play-based environment that is flexible and relates to their interests. As a consequence children are offered an exceptional range of learning opportunities both inside and outdoors. The successful organisation of resources and toys throughout different areas of the home allows children to independently choose which resources they wish to use and where they want to play. An extremely inclusive environment is provided as the childminder offers a setting where all children and their families are welcomed, respected and valued.

The childminder makes children's safety a priority and risk assessments are regularly reviewed to ensure all children are able to move around freely and safely whatever their age or stage of development. Comprehensive risk assessments that identify hazards are completed for outings. Actions taken minimise risks to help keep children safe wherever they may be. Parents receive a range of information including policies and procedures through an initial information pack. All children's details are recorded and stored confidentially; parental consents are in place and accident and medication documents accurately recorded.

The partnership with parents is excellent as the childminder works with them to ensure children's individual interests and development needs are fully addressed. Information is shared through the daily diary, emails, learning journals and daily verbal exchanges. Communication links with parents are extremely good. However, the childminder is considering ways in which to provide them with additional opportunities to contribute to children's development records. Parents' suggestions about the service are welcomed to ensure the childminder continually meets the needs of their children. Feedback from parents demonstrates how much they appreciate the care that children receive. Parents comment that children receive exceptional standards of care and how much progress they make in the caring environment where they are stimulated and have so much fun. Feedback also includes some children's comments with one child stating that the childminder is 'awesome'.

While it is not currently relevant to the children currently cared for, the childminder demonstrates through discussion high levels of commitment to working in partnership with others involved in supporting children's care and learning. She is a qualified, experienced childcare practitioner who liaises closely with others and fully understands the substantial benefits of sharing information in order to promote continuity in children's learning, development and welfare successfully. The childminder is highly motivated and dedicated to improving her knowledge and practice recognising her strengths and where improvements would benefit the children. She takes action to address identified areas for development, for example, through completing local authority training courses and by updating her practices through studying childcare publications. This positive reflection of her

practices enables the childminder to continue to provide the very best opportunities for the children and their families.

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

Children unquestionably feel extremely confident and secure in the child-friendly environment and clearly enjoy the time they spend with the childminder. Children are eager to access the excellent range of resources that do not fail to help promote their learning as they have fun. Children develop very positive attitudes towards learning as an excellent balance of adult- and child-led activities and experiences are planned that take into account their interests and spontaneity. Children have their own file where the childminder records the observations she makes. These are used exceptionally effectively to help identify and plan for the children's next steps in their learning and development. All information is regularly shared with parents and next steps include activities that have been prompted by conversations about the children's learning at home. This highly effective monitoring of children's development across the six areas of learning helps ensure children make significant progress towards the early learning goals.

Children benefit from the wide range of experiences that enable them to learn about the world around them, such as celebrating autumn as they collect conkers and acorns. Children find out about the wider world as the childminder plans activities that are relevant to events and festivals important to the children. All children are encouraged to participate in activities and an excellent range of resources actively promote positive images. Children find out about the local community, have fresh air and exercise and explore a variety of environments as daily outings are undertaken that include walks, visits to local parks and woods and attending groups. Children develop increasing concentration and problem-solving skills in their everyday play. For example, as they build with construction toys and use a variety of tools, containers and funnels to pour, fill and investigate a large container of rice. Future skills are promoted exceptionally well as older children access a computer and a range of electronic toys and resources, while younger children happily press buttons on an answer machine to hear the 'voice'. Children thoroughly enjoy being creative and using their imagination, for example, as they enthusiastically make sounds, improvising as they use a variety of tools to bang on different containers.

Children's behaviour is exemplary. They learn about acceptable behaviour as the childminder provides a calm role model who is committed to promoting good behaviour and manners. She uses positive strategies to help younger children begin to learn to share and take turns. Children have established excellent caring and trusting relationships with the childminder, and laugh, sing and interact positively, readily receiving lots of hugs and cuddles from her. The childminder knows the children very well, is aware of parental preferences and of their families' context and circumstances. She comments positively on children's achievements

and is always on hand to support children's learning. This helps promote a sense of belonging as children clearly feel highly valued. Praise and encouragement is continually given to promote self-esteem and develop confidence in their abilities. The childminder helps promote and extend children's language skills and vocabulary as, for example, during a cooking activity they talk about pouring, cutting, stirring and mixing. Books are easily accessible and regular visits to the library promote children's enjoyment of stories and understanding that books are a source of pleasure and information.

The childminder demonstrates an excellent knowledge of food safety and healthy eating. She encourages very positive attitudes towards food as children sit at the table at mealtimes enjoying a social occasion, or harvest apples with which to make an apple cake. Children develop exceptional understanding of the importance of following good hygiene practices. The childminder explains to them exactly why they need to wash their hands to make them clean before they have their snack. They complete practical activities that help reinforce their understanding of looking after themselves, such as washing dolls clothes. After exercise they receive age-appropriate explanations about the good effect this has on their bodies. Children are able to rest and relax when they require and in line with parental wishes follow their own routines. Children's comprehension of how to keep themselves safe is fostered as the childminder plans activities such as bathing the dolls while chatting about water safety and talking about road safety when on outings.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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