

Inspection report for early years provision

Unique reference number	EY351071
Inspection date	13/03/2012
Inspector	Susan May

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 as a childminder in 2007. She lives with her husband in Slough, Berkshire. He works as her assistant. All of the premises are used for minding. There is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom three may be in the early years age range. When working with her husband she may care for 10 children under eight, of whom six may be in the early years age range. There are currently six children in the early years range on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children have exceptional learning opportunities as they relish playing in this extremely secure and welcoming environment. As a result, they make outstanding progress in their learning and development. The childminder offers an extremely inclusive service and recognises each child's unique qualities. She has excellent relationships with parents and generally maintains strong links with others involved in the children's care. She demonstrates an excellent capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- extending further the two-way flow of information with other providers, with particular regard to giving them additional opportunities to contribute to children's learning.

The effectiveness of leadership and management of the early years provision

Children are protected extremely well as the childminder and assistant complete regular safeguarding training. As a result, they have an excellent knowledge of the procedures to follow if they have concerns about children in their care. Children are never left with people who do not have appropriate checks. The childminder talks to children about safety issues, for example, she introduces visitors and explains why they are coming into the home. She makes extremely comprehensive risk assessments on the home, garden and planned outings. This helps provide children with the freedom to explore and undertake new challenges safely.

Information is stored securely and the childminder observes confidentiality at all times.

Children receive a high standard of care and education due to the childminder's excellent organisational skills and significant support from her assistant. The extensive range of toys and activities are set out attractively and children demonstrate excitement as they eagerly play in the stimulating environment. The childminder provides an extremely inclusive service, valuing and welcoming all children and families. She works closely with them in order to comprehensively meet their needs. All children are encouraged to participate in activities and the childminder provides extra support for those that need it.

The childminder has an outstanding partnership with parents and is proactive in keeping them fully informed about their child's day. She does this through discussion, daily diaries, letters, notices and displayed plans. Parental feedback demonstrates the high regard with which they hold the childminder. They comment 'our child's future is brighter day by day due to the experiences she receives'. The childminder has established good relationships with others involved in the children's care and information about children's learning is regularly shared. However, the opportunities for other settings to contribute to children's learning are not fully exploited.

The childminder has a strong drive to improve and is proactive in developing her practice. She regularly meets up with other childminders and attends groups in the area to share ideas and best practice. She and her assistant regularly attend training with the local authority to develop their skills. She evaluates her practice highly effectively using feedback from parents, children and her assistant. This, along with her years of experience, helps her to provide an outstanding learning environment.

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

Children are confident in the stimulating surroundings and relish the time they spend with the childminder. They are secure in the knowledge that they are valued and respected. The childminder clearly enjoys her work and strives to provide high quality care and learning opportunities based on each child's individual needs. She has excellent systems in place to observe and assess children's progress and uses this information to plan for their unique learning needs. Parents are fully included in children's learning as they discuss events or achievements from home that could be used to help plan for their next steps. As a result, the childminder provides activities that help children make excellent progress across all areas of learning, both indoors and outside.

.Children relish taking part in activities that effectively help them to develop future life-skills. For example, they manoeuvre cars around the floor using remote controls and experiment with torches in the sensory tent. They select resources independently, using their imaginations to explore real and imaginary situations as

they select 'tools' to mend the climbing frame outdoors. Children's mathematical skills are developing very well. For example, they develop problem-solving skills as they use age-appropriate construction toys to build towers and make enclosures for the animals. This also helps promote physical control and co-ordination. Posters identifying letters and numbers and labelling on toy boxes help children begin to recognise that words and numbers have meaning. Children develop an excellent awareness of the local area and enjoy new experiences as they visit a variety of groups, meet with other minded children and visit parks.

Children are lively and curious, behave extremely well and demonstrate a strong sense of responsibility for one another. They learn about acceptable behaviour because the childminder acts as a calm role model, using consistent and positive strategies to encourage excellent behaviour. She gives frequent praise and children are eager to please. Children have an extremely strong sense of belonging; each one having their own container for their belongings supports this. The childminder listens and respects to what they have to say which boosts their self-esteem. She encourages conversation and uses open-ended questions to help children develop thinking and vocabulary skills. Children thoroughly enjoy books and frequently make requests to the childminder to sit with them to read books of their choice. They have frequent opportunities to make marks as they have easy access to crayons, pencils and paints with which to draw pictures, write or make patterns. They develop an extensive knowledge of the natural world as they grow flowers and vegetables in the garden and enjoy searching for insects. They find out about the wider world as they talk about where people come from, look at maps, try foods from around the world and celebrate events that are important to them.

Children are developing an excellent understanding of keeping healthy. They take responsibility for having regular drinks and sit together sociably chatting about foods they like. This helps provide an excellent basis for good future eating habits. Children begin to find out about themselves as they identify parts of their body through dance and songs. They enjoy plenty of fresh air as they play in the garden and go to the park and for walks. They learn excellent hygiene procedures as they wash their hands before eating and use paper towels to prevent cross-infection. They are able to rest when they require and there are opportunities throughout the day for both quiet and active play. Children have an excellent awareness of their own safety. They learn through stories, simple explanations about the possible consequences of their actions and by practising clear road safety procedures.

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