



## Inspection report for early years provision

<b>Unique Reference Number</b>	EY292567
<b>Inspection date</b>	13 June 2005
<b>Inspector</b>	Claudia Padfield

<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Childminding

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

The childminder has been registered since 2004. She lives with her husband and two children school aged children. They live in a detached house in the Winkfield Row area of Bracknell within walking distance of local playgrounds and schools. The whole of the ground floor area is used for childminding with rest facilities available on the first floor. There is a fully enclosed garden available for outside play.

The family have a pet dog and the childminder holds a current first aid certificate. The childminder is registered to mind six children under eight years of age and currently minds one child of school age.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The children are cared for in a spacious and tidy home. They are independent in their personal care and have a good understanding of health and hygiene routines for example washing hands before tea and playing with the dog. These tasks are completed by the children who have a growing understanding of the need to stay healthy.

Children have access to a large garden with a variety of toys and equipment. Children enjoy acquiring new skills such as tennis and cricket, the childminder supports the children giving many opportunities for active play within the garden.

Children eat in a sociable environment sharing news about activities completed at school. Good manners are encouraged by the childminder, who acts as a good role model. Children are provided with a range of healthy snacks and meals which cater for special diets and consider children's likes and dislikes. Children are offered regular drinks throughout the time spent at the childminders.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children play in a safe and secure environment. The setting is clean and welcoming to the children who attend. The childminder identifies and minimises risks to children through regular risk assessments. Children move freely and safely within the home closely supervised by the childminder who has clear procedures to follow in the event of an emergency evacuation. However the childminder lacks some of the required consents within her documentation.

Children have a good access to a wide range of developmentally appropriate toys. These are freely accessible and children have space to play safely and with confidence. Children have support during play and know the safe expectations when playing in the garden. One child uses the trampoline at a time and younger children only use when supervised by an adult.

The childminder is aware of her responsibility to protect children in line with the Area Child Protection Committee procedures. She considers the children's well being and safeguards them against non vetted persons.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are well settled and confidently access a broad range of toys and games. The childminder effectively provides a range of activities to fulfil the all round development of minded children. She considers the balance of activities allowing time

for active play and time for rest. The children play for sustained periods of time and older children support and encourage the younger children during play during the inspection children sitting reading together, talking about the story. Warm relationships are evident.

Resources are readily accessible to the children and stimulate their natural curiosity as they spend time building with lego. The childminder knows the children well and enjoys their company. She spends time talking and playing with them consequently children are making good progress in all areas.

### **Helping children make a positive contribution**

The provision is good.

Children are treated with interest and respect. This leads to good self esteem. Children happily converse with adults, sharing news of the day and information about their needs and wishes. The childminder has a sound knowledge of equal opportunities and helps children to develop an awareness of peoples individuality.

Children respond to consistent boundaries by behaving well and the childminder uses praise and positive encouragement to boost children's confidence. The children's needs are met successfully through good partnership with parents. The childminder spends time verbally updating parents at the end of the day.

### **Organisation**

The organisation is good.

Children arrive and settle quickly, they anticipate known routines and benefit from a well organised space. The children receive good support and interaction from the childminder. She enjoys their company and knows the children well, supporting them to feel secure and confident.

The childminder has policies and procedures in place which are shared with the parents of the children. This with the verbal daily updates ensures children feel valued and respected. Children have good opportunities to initiate and extend there play in a well organised setting. The childminder attends short courses to ensure she has current knowledge and provides good quality care.

Overall, the provision meets the needs of the children who attend.

### **Improvements since the last inspection**

This is the first inspection since registration.

### **Complaints since the last inspection**

There are no complaints to report.

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- Ensure all required consents are in place and signed by parents.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)