

## Inspection report for early years provision

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<b>Unique reference number</b>	119007
<b>Inspection date</b>	06/01/2009
<b>Inspector</b>	Deborah Jacqueline Newbury
<b>Type of setting</b>	Childminder

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder has been registered since 1989. She lives with her husband and three grown-up children in Sandhurst, Berkshire within walking distance of local schools, shops and other community amenities. Most areas of the ground floor of the childminder's house are used for childminding with toilet facilities provided in this area. Sleeping facilities are provided in two of the upstairs bedrooms. There is a fully enclosed garden for outside play. Access to the front door of the home is via two steps. The family has two dogs.

The childminder is registered to care for a maximum of six children under eight at any one time and is currently minding five children under five years. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools and nurseries to take and collect children and regularly takes children to the library, carer and toddler group and local parks. She is a network and community minder for the local authority (Bracknell Forest).

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. Children are extremely well settled in a loving and caring environment. They benefit greatly from the very secure and trusting relationship they enjoy with an enthusiastic and attentive carer who is committed to providing quality care and education for children in all areas of their welfare and learning and development. An informative and comprehensive approach to self-evaluation shows a clear reflection of practice and the identification of areas to enhance existing outcomes for children. All children are acknowledged as individuals and treated in an equal way, with the childminder helping children to appreciate and value diversity.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- continue to develop partnerships with parents and links with other providers of the Early Years Foundation Stage to promote a shared approach to supporting children's learning and development.

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

The childminder organises her home very effectively with the individual needs of the children in her care in mind. She has an extremely secure knowledge of local child protection procedures and a high regard for safety which ensures that children's welfare is safeguarded at all times and they can move freely and independently around those areas of the home used for minding. This is especially

important for the youngest children as it helps them gain in confidence and develop their walking skills as they go off exploring in the dining/play room and out into the hallway. Good consideration to sleeping arrangements means that young children who need a sleep do so in the same bedroom each time they come, which adds to their sense of security and belonging. All required documentation and other records relating to childminding activities are in place. They underpin practice, are well organised and kept in a confidential manner.

Since the last inspection the childminder has improved arrangements for ensuring consistency of good hygiene practices which minimises the potential for cross infection and has ensured that written parental consent is in place for all aspects of children's care. She has a very positive attitude to continued training, both for her own professional development and as a way of enhancing the service she offers children and their families. She has completed a variety of courses supporting different aspects of children's care and education as well as completing a National Vocational Level three qualification.

The childminder works in close partnership with parents to ensure she is fully aware of children's individual needs and their starting points. Ongoing communication is encouraged through daily informal exchanges of information and the completion of a detailed daily communication diary for each child in the early years group. Parents have access to the childminder's policies and procedures and plans are available for them to view. Currently though, parents do not contribute to their children's learning records and arrangements for working with other providers who deliver the Early Years Foundation Stage to children attending this setting are at an early stage of development.

## **The quality and standards of the early years provision**

Learning and development and welfare outcomes for children attending this setting are very positive. Children enjoy their time in the childminder's care and benefit hugely from the range of purposeful play opportunities and other experiences they are presented with as part of their day. They are encouraged to make their own decisions about what they do and the childminder responds positively to their natural curiosity and interest, using this to extend learning. For instance, she supports and encourages an interest in books by making sure these are easily accessible and sitting and reading to children. Children are encouraged to join in, by counting and identifying different colours. They investigate how to operate pull-back toys, which allows them to explore technology at a simple level and they enjoy identifying different toy animals and the noises they make. Children become confident communicators as the childminder acknowledges and encourages their efforts to speak. All children benefit from fresh air and exercise on a daily basis as the childminder walks them to and from school and mostly stops at the park on the way home.

Younger children enjoy an active social life. They meet up with other children of similar ages to themselves and visit parks and toddler groups. This means that they can develop their personal and social skills as well as becoming familiar with their local community and what this has to offer. Planning, observation and assessment forms part of the childminder's system for monitoring children's

progress and achievements and identifying the next steps in their learning. She puts together individualised learning plans for children which relate to specific areas in their development.

Relationships between children and childminder are warm and loving and children display confidence and a strong sense of trust. Hugs and cuddles and lots of praise are a constant feature of this childminder's care and children respond with evident pleasure, which promotes their emotional well-being. Children behave very well. They receive lots of really good and sensitive support to encourage acceptable and desired forms of behaviour. Even the youngest children are developing social awareness, appreciation of the needs of others and a growing ability to share and be co-operative. Children gain excellent understanding of how to keep themselves safe as the childminder talks to them about potential safety issues and understands the important role she plays in helping children feel safe. They practise fire drills on a monthly basis and learn about road safety. The childminder remains vigilant of children and supervises them closely, whilst allowing them an element of freedom to explore and investigate. She intervenes as necessary, for example to stop young children putting things in their mouths where this is not appropriate and explains why this is not a good idea. This helps to instil safety awareness from an early age. Parents provide all food for their children and are informed of the childminder's wish to promote healthy eating. The childminder's practice of noting down in the children's daily diaries how many of their 'five a day' they have had offers an easy visual reminder. Children are encouraged to make a positive contribution to the setting as they undertake small tasks, such as helping to unpack their lunchboxes on arrival and placing items in the fridge as necessary so they stay cool. They learn about healthy life styles as they see lots of visual reminders of good ways to stay healthy through the display of appropriate pictures and posters which promote the importance of eating healthily, washing hands and taking exercise.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.