

Inspection report for early years provision

Unique reference number	955517
Inspection date	16/01/2009
Inspector	Judith, Mary Butler
Type of setting	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 registered in 2000. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two school aged children. The family live in Bracknell, Berkshire. The house is readily accessible. Shops, toddler groups, a park, library and other amenities lie within walking distance. The childminder can take children to and collect them from, local schools and pre-schools. The family have a pet cat.

Minded children may use the entire house; although in practice remain mostly downstairs. A fully enclosed rear garden is available for outside play. The childminder is a member of the National Childminding Association. Her registration permits her to care for three children in the early years age range at any one time. She currently minds four children in the early years age range who attend on a part-time basis.

Overall effectiveness of the early years provision

Children are comfortable and settle quickly in this home from home environment. They enjoy individual time and attention from the childminder, who knows each child well. As a result, children are progressing well in the Early Years Foundation Stage (EYFS). Children receive a balance of activities, resources and outings, and these promote their learning, development and welfare effectively. The childminder uses various techniques to reflect upon and make improvements to her practice. These include completing a self-evaluation form, addressing previous inspection recommendations and obtaining written feedback from parents regarding her service. She uses the evaluation process to identify training and development needs, such as updating her first aid certificate.

What steps need to be taken to improve provision further?

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

- ensure safety straps are used for children using high chairs
- further develop the use of the observations made to plan for individual children's next steps in learning and record their learning and development progress.

The leadership and management of the early years provision

The childminder has clear policies and procedures in place and this enhances the safety and welfare of all children in her care. Effective systems are in place for sharing information with parents, such as providing them with feedback regarding their child's time in her home and showing parents the policy file. The childminder is developing links with other settings that children attend. She undertakes a daily safety check and reviews her risk assessments on an annual basis. However, her

risk assessment does not cover all safety issues as younger children are not always secured by safety straps when sitting in the high chair. The childminder has a secure knowledge of child protection matters and this ensures children's welfare is safeguarded.

The childminder makes observations on all children in her care and is developing systems for using these to record children's development progress and identify their next steps in learning. She shares the completed observations, photos and samples of children's work with parents. Children settle quickly into the routines within this home. They are happy and content in their environment and benefit from the individual time and attention they receive from the childminder who knows them well. The childminder plans activities and resources to address individual children's play preferences, while promoting their learning and development needs. For example, one child really enjoys role play, so a shop is set up and the childminder and children pretend to purchase and pay for food.

The quality and standards of the early years provision

Children are comfortable and secure in this homely environment and develop good relationships with the childminder. They often approach her for support in their play. For example, one child holds out her hand to the childminder, who takes it to assist her crossing the floor and having a cuddle when she is unsure about the visitor in the home. Older children are confident and move freely around all areas of the home identified for their use, such as going to the kitchen to have a drink. The childminder talks constantly to the children as they play, which enables older children to extend their language and express their thoughts and feelings to the childminder and visitors to the home. Younger children respond to the childminder with smiles and are beginning to say a few words. Children also receive encouragement from the childminder as they play. For example, talking to them about the cornflour and water mixture, what colour they have chosen and encouraging them to touch it and say what it feels like. Activities are planned to meet each child's developmental stage, for example, providing each child with their own cornflour mixture but different tools to use with it.

Children learn about keeping safe while in the care of this childminder. This is done through activities such as practising fire evacuation procedures and holding onto the banister as they walk upstairs to the bathroom. Children are well behaved and are learning to share the toys and resources. Younger children receive support from the childminder in developing their sharing skills, such as using distraction or introducing similar resources to enable all children to play with similar toys. Children have opportunities to select the toys and resources they wish to use from the wide range available. They enjoy a range of adult-led and child-initiated activities which assist the children in being active learners. Children enjoy regular outings to local parks and drop-in facilities. These enable the children to learn about the world around them and socialise with a wider circle of friends.

Children's good health is maintained through the effective procedures that are in place and followed by the childminder. These include ensuring children access drinks throughout the day and providing children with kitchen roll to dry their

hands, which therefore minimises the risk of cross infection. Parents provide food for younger children and the childminder prepares this in accordance to their wishes. Older children have meals prepared by the childminder and these are healthy and nutritious, for example, fresh fruit at snack time and a sandwich at lunch. Children sit with the childminder in the kitchen to have their meals; this is a sociable time with lots of chatter from the childminder and the children. All of the required documentation is in place to support the health and welfare of children and this is shared with parents who countersign any completed paperwork, for example accident forms.

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

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
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

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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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.