

## Inspection report for early years provision

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<b>Unique reference number</b>	119023
<b>Inspection date</b>	19/02/2009
<b>Inspector</b>	Judith, Mary Butler
<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 registered in 1992. 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 teenage children. The family live in Bracknell, Berkshire. 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 two pet rabbits.

Cared for children may use the whole of the ground floor. A fully enclosed rear garden is available for outside play. Her registration permits her to care for six children under eight years at any one time, of whom no more than three may be in the early years age group. She currently minds two children aged 15 months and four years, who attend on a part-time basis.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder offers a welcoming and warm environment to all children in her care. She clearly enjoys her work and as a result children progress well in the Early Years Foundation Stage (EYFS). Children receive a wide range of different activities and resources planned to meet their individual stages of development and play preferences. The childminder has a positive approach to continuous improvement and has the ability to build on her existing strengths to improve outcomes for children in her care.

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

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

- further develop children's understanding of the world by providing them with opportunities to learn about the cultures and beliefs of others
- develop procedures to share information regarding children's progress with the other settings children attend.

## The leadership and management of the early years provision

The childminder has a professional approach to her childminding and ensures all of the required policies and procedures are in place and up-to-date, for example, documentation has been updated to reflect the introduction of the EYFS. The childminder undertakes observations on the children and uses these to record their progress towards the early learning goals. The childminder has introduced a robust self-evaluation system and is confident in identifying the key strengths and areas of improvements in her provision.

The childminder follows effective procedures to ensure children are safeguarded. She is aware of the signs and symptoms of child abuse and is clear about the

procedures to follow should she have concerns regarding a child in her care. She has implemented a written risk assessment and this covers all areas of the home and any outings undertaken with the children. This enhances the safety of children while in the care of the childminder.

Good relationships are in place between the childminder and parents. They verbally exchange information at each end of the day. A daily diary is in place for each child and this includes a detailed account of each child's daily routine as well as observations and information to parents about the activities their child has been involved in. Parents take this home and the childminder encourages them to make comments and contribute to the diary. She has not yet developed a system for sharing information about children's progress with the other settings they attend. She shares all documentation with parents, such as providing them with copies of the policies and procedures and requesting them to countersign completed documentation such as accident forms.

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

Children are comfortable and at home in this warm and caring environment. The childminder organises her home well and this ensures children have many opportunities to develop their independence, such as, selecting the toys and resources they wish to use from the wide variety in the play room. Children are confident and move with ease around all areas of the home identified for their use. They receive a high level of individual time and attention from the childminder who has a very good knowledge of their individual needs, likes, dislikes and play preferences. The childminder plans activities and undertakes regular observations on the children; she uses these to record children's progress and introduce further activities to extend their learning.

Children are well behaved and develop caring relationships between themselves and the childminder. Older children enjoy assisting the childminder in the care of younger children, for example, finding a puzzle for a child to play with and passing them the crayons while they are drawing. Children access a range of active and quiet times each day and benefit from following their normal routine while in the care of the childminder, for example, younger children follow their normal sleeping patterns. They enjoy a range of outings including trips to the shops, parks and toddler groups. This enables them to learn about the world around them and socialise with a wider circle of friends. They access toys and resources to reflect diversity within society; however, they do not receive opportunities to learn about the cultures and beliefs of other people.

The childminder talks to the children as they play and extends their learning by counting, naming letters and talking about the books they are reading. Children really enjoy looking at books and reflect on their own experiences, for example, older children talk about the pet rabbits in the garden as they read the story about a trip to the vets. The childminder interprets the 'babble' of younger children and encourages them to develop their language through repetition and introducing new words. Children learn about keeping themselves safe through the childminders talk and reminders, for example, older children know that they may hurt themselves if

they run inside and confidently talk about keeping safe while out walking.

The childminder follows extremely effective procedures to enhance the health of all children in her care. Parents provide food for their children and the childminder prepares this in accordance to their wishes. Children sit in the kitchen to have their meals; younger children are strapped safely into a high chair while older children sit at a low table. This is a sociable time with the children and childminder talking to each other about their day and events that have happened in the past. Younger children are developing their independence and the childminder encourages them to feed themselves by providing an additional spoon for them to use. Children freely access drinks from their cups which are easily reached in the kitchen.

## 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.	2

### 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?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### 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?	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](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
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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.