

Inspection report for early years provision

Unique reference number	EY388308
Inspection date	26/08/2009
Inspector	Joanne Graham

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.

Description of the childminding

The childminder registered in 2009. She is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She lives with her husband and three children in Bracknell, Berkshire. The childminder uses the whole of the house for childminding. A fully enclosed rear garden is available for outside play and access to the premises is on street level.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding three children in this age group, one full time and two part time. She also offers care to children aged over five years to 11 years.

The childminder makes use of local facilities, such as parks and toddler groups which are nearby and she can take children to and collect them from local schools. The family have no pets.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children are kept safe through the childminder's effective practices and thrive in the child-friendly setting. Clear written policies and procedures support the childminder in her work well and promote an inclusive environment. The childminder effectively self-evaluates her provision, identifying how she can continue to provide high quality learning and a supportive setting to children. She recognises that effectual partnerships with parents and other agencies are integral to every child's continual development and ensures she maintains an excellent two-way flow of information sharing to promote continuity of care and learning.

What steps need to be taken to improve provision further?

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

- further develop systems to liaise with other settings children attend to ensure continuity and coherence in their learning.

The leadership and management of the early years provision

Children are safeguarded as the childminder is fully aware and has a clear understanding of her important role and responsibility relating to child protection matters. She has recently attended training to update her knowledge and easily available documentation supports the childminder further. The childminder organises her home and childminding day very well incorporating children's routines to allow them time to rest, play and learn according to their needs. She values and respects the uniqueness of each child and their family and ensures

individual needs are met through developing considerate and courteous relationships with parents. She has a very good knowledge of the Early Years Foundation Stage (EYFS) framework and consequently promotes the outcomes for children extremely effectively.

The childminder monitors and evaluates her practice effectively, identifying her strengths and areas to develop and taking parents' views into consideration. Parents have contributed to this process by completing forms which the childminder uses to improve her practice and the care offered to the children. Children's health and well-being is protected through effective practices and well maintained documentation. For example, accidents, incidents and medication administered is accurately recorded and signed by parents. The childminder creates a warm, welcoming and friendly environment, decorating the walls of the rooms with bright pictures and informative posters, such as reminding children of the house rules and to wash their hands. The extensive range of good quality, age appropriate and developmentally suitable toys and equipment are organised well in easily accessible units which are labelled with pictures and words describing the contents. This enables children to self select independently.

Children's developmental achievements are regularly seen by parents and they have opportunities to share their contributions. The childminder maintains children's learning journeys very well incorporating written observations and photographs to track children's learning needs and to inform future planning requirements. This significantly contributes to the children's continuous development in all six areas of learning. Relationships with parents are very good, with the childminder using a range of methods to share information. For example, text messages, phone calls, written daily diaries and verbal exchanges. Verbal procedures are used to share children's achievements with other settings children attend. The childminder has an excellent understanding of the importance of accurate and regular risk assessments of the home, the garden and the outings taken, ensuring children's safety is paramount without compromising their enjoyment.

The quality and standards of the early years provision

Children are settled, comfortable and very happy in the childminder's care. They regularly approach the childminder for cuddles and she shows a lot of affection towards them offering comforting support and reassurance. Children are building close and trusting relationships with the childminder, and her family, and they enjoy social occasions, such as mealtimes. Effective and positive interaction enables the childminder to provide high levels of support, challenge and extension to all the children, significantly contributing to the children's learning and enjoyment. Children are beginning to engage for extended periods as the childminder responds positively to their interests. For example, providing dressing up clothes which fitted all the children and taking photos to share with the children's parents.

The childminder talks to the children all the time increasing their communication skills and responds positively to their gestures, signs and spoken words. She asks

open ended questions to help the children think and fosters their curiosity well, encouraging the children to be independent learners. Children enjoy a wide range of media to increase their creative development, such as play dough, colouring, painting and catching bubbles. Resources and activities help children learn about and respect their own cultures and those of others, and to promote positive images of the wider world.

The childminder monitors the children's changing interests and incorporates these into fun, exciting and developmentally appropriate learning opportunities, providing children with positive and inclusive learning experiences. Children benefit from having sufficient space and time to complete their chosen activities and positive praise and encouragements boost their confidence and self-esteem. Children's behaviour is well managed and they respond positively to the childminder's high expectations.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
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?	1
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?	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