

Inspection report for early years provision

Unique reference number	EY318408
Inspection date	14/12/2009
Inspector	Michelle Ann Parham
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.

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Description of the childminding

The childminder registered in 2006 and lives with two children in a residential area of Bracknell in Berkshire. The property has toileting facilities situated on the ground floor. The childminder uses the ground floor for childminding and there is a fully enclosed rear garden area suitable for outdoor play. The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. When working with an assistant/co-childminder this number increases to 11 children under eight years of which six may be in the early years age range. The childminder is currently minding five children in the early years age group and seven children from five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has an NVQ (National Vocational Qualification) level three in Child Learning and Development and is currently undertaking level four. The family have four cats, a rabbit and Giant African snails as pets at the setting. The childminder is a member of the National Childminding Association and attends groups for children on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is highly committed to providing a quality childcare service to support children and families. She attends a wealth of further training to update her knowledge and understanding; including obtaining further professional qualifications in early years and has successfully met previous recommendations made. Children are making good progress in their learning and development and their welfare is effectively maintained through close working with parents and effective delivery of the Early Years Foundation Stage (EYFS).

What steps need to be taken to improve provision further?

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

- ensure the requirements of the Early Years Foundation Stage and the Childcare Register continue to be met when an assistant is in sole charge of children
- continue to develop the observation system in place to clearly identify key objectives for children's learning and development, including clear evaluation for whether targets are met.

The effectiveness of leadership and management of the early years provision

The childminder has good awareness of signs and symptoms that would cause concern and of the procedure to safeguard children. She has attended additional

training to update her knowledge and understanding and has documentation in place to record incidents and existing injuries. All documentation is maintained to a high standard for the safe and efficient management of the service including accident, medication and register of attendance. Comprehensive risk assessment is completed and a daily checklist is used to promote ongoing safety in the home with all hazards identified and minimised. All of the ground floor is used for childminding and there is a close circuit television to effectively monitor children as they play in other rooms. The childminder works with an assistant for part of the week and another childminder which ensures children are well supervised and supported at the setting. Both childminder's hold relevant first aid qualifications however currently the assistant does not which is a requirement if she is to be in sole charge of children at anytime. Children learn to keep safe as they practice road safety rules; also learning about other dangers such as strangers and unfamiliar animals. Emergency evacuation is practised regularly to ensure all children are clear of how to make swift and safe exit from the home.

The setting is extremely well organised with the ground floor of the home completely dedicated to childminding and rooms allocated for various activities such as messy or quiet play for example. Children can easily access resources to initiate their own choice of play as most are stored low level which develops responsibility and independence. Children benefit from suitable equipment and furniture to support their care routines and comfort as they play and have a wealth of play resources and experiences that promote a well balanced curriculum of learning. The childminder and her assistant spend all their time with the children either involved in play and activities or offering appropriate support and supervision. Children are treated with equal concern and given appropriate support for their individual abilities; ensuring activities are adapted to be appropriate for all. All relevant information is collated prior to children starting to ensure individual needs are suitably catered for and the childminder also discusses with parents what children like, know and can do to ensure they are immediately interested and have sufficient challenge.

The childminder has a wealth of written information and policies outlining work practice which supports children and ensures parents are fully informed. She has completed comprehensive formal self evaluation and works with her co-workers to evaluate ongoing practice for success and improvement, welcoming views from parents and updating written documentation as required in line with changes. Strong links are in place with other settings children attend and their key persons. However, key learning objectives are not always shared to fully promote learning and development. The childminder uses a daily communication book for parents to ensure good sharing of information. Notices are prominently displayed in the setting and if required additional flyers are issued to keep parents fully informed. Currently the assistant takes the lead in completing observations of children's progress which parents can view when requested. Observations show children making progress however next steps identified are sometimes ambiguous and do not focus clearly on key objectives for learning or have evaluation. The childminder continuously strives to improve to build on the very good service she provides. She has recently been awarded a 'Dedication to Learning Award' to acknowledge her commitment to further training. She uses publications such as 'Who Minds and

'Early Years' to keep abreast of new ideas and initiatives and welcomes support from development workers for improvements to practice.

The quality and standards of the early years provision and outcomes for children

Children adopt excellent habits for a healthy lifestyle as they follow very good hygiene procedures with individual towels provided to prevent the spread of infection and posters to promote regular hand washing for example. The childminder follows the 'Change for Life' programme with her own and minded children to help them understand why exercise is good for the body and what foods are healthy. They have plenty of opportunities to develop fitness through using resources in the rear garden, walking to and from school daily or visiting local community parks and nature areas. The setting provides nourishing meals that include wholesome home cooked dinners such as lasagne and roast chicken. Healthy eating is further promoted as children have lots of fresh fruit for snack and savouries such as toast. They have fresh drinks such as water and sugar free squash throughout the day which ensures they are also well hydrated. Children sit at the table for snacks and meals which promotes good social skills and interaction. They are developing independence and personal care skills as they are encouraged to make choices and to do things for themselves such as help to prepare the toast for snack time or put on their own shoes and coats; having support whenever required.

Children's learning and development is promoted as the setting provides a balance of adult and child-led activities; with children thoroughly consulted about their play and what they would like to do which ensures they are interested and active. They join in enthusiastically as they make hand print angels for example, and learning is effectively extended as they are encouraged to think and express opinions of experiences. For example, how the paint and glitter feels on their hands or to count or name colours as they use the building blocks. Children have opportunities to extend their knowledge and understanding of the world through wonderful activities such as planting and caring for the vegetables in the rear garden. Currently they are growing cabbage, chillies and beetroot and have previously grown a range of vegetables which they have made into a stew for dinner. This has a positive impact on children understanding how to care for things, about growth and development and foods that are healthy. Children also have a very good range of resources that promote understanding of technology and how things work. Younger children benefit from varied early years laptops such as Vtech and Dora the explorer and electronic toys such as a shopping trolley that provides verbal instructions to follow. As children become older the childminder provides access to laptops and electronic games such as the Wii which is also great fun for developing fitness. Children enjoy regular story time at the setting and have a varied range of fiction and non fiction books to foster enjoyment of reading for pleasure. Records evidence children learning how to care for books; using them effectively and labelled trays and set activities help children recognise their own name and how to form letters. Children have persona dolls and puppets which promote their involvement in stories and resolving issues as they act out and communicate feelings. Overall children in the setting are confident and use

appropriate language to express themselves in play with peers or as they engage with the childminder. They attend a number of parent and toddler groups during the week which helps to further develop confidence and social skills and has a positive impact on their transition to school or pre-school.

Children behave very well in the setting and respond to positive techniques such as praise and encouragement, discussion, distraction and time out to think if required. Close working with parents promotes continuity of care and ensures concerns are noted and discussed. Children have resources that promote positive images and learn about varied festivals and other cultures as they have an 'Indian' day and activities to celebrate Chinese New Year, Hanukkah and traditional Christian events. They have a dedicated messy room and have plenty of opportunities to explore creativity, such as making salt dough gifts for their parents Christmas box or painting, drawing and printing. Art work is prominently displayed which helps children feel a sense of belonging and value for their efforts. The childminder includes counting during incidental play and provides resources that promote problem solving. For example, children can work out how Happy Land transport tracks, building blocks or jigsaw puzzles fit together. They compare and learn about measurements as they see things grow and gain understanding of space and capacity as they play with containers in the water, for example. The balanced curriculum promotes learning in all areas and helps children develop important skills for their future economic well-being. Children are very happy and settled in the home. They develop close, trusting relationships with adults; enjoying lots of cuddles evidencing how they feel secure and safe in their care. They are thoroughly encouraged to enjoy and achieve and enjoy responsibility and special tasks such as helping to care for the snails or the rabbit which fosters a feeling of importance, value and developing good self-esteem.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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