

Inspection report for early years provision

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Inspection date	17/03/2010
Inspector	Lynne Elizabeth Lewington
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2005. She lives with her husband and their two children in a terraced house in Bracknell. The house is situated on a residential service road adjacent to a main road. Children are cared for on the ground floor with access to the first floor for washing and toileting facilities and rest. There is a secure enclosed rear garden for outdoor play. The property has level access.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She can care for a maximum of four children under eight years, no more than two of whom may be in the early years age range. There are currently three early years children on roll. The childminder makes regular use of groups and other play venues, including nature areas and leisure facilities. She can take and collect children from the local schools and pre-schools.

The family have a pet rabbit.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this happy, warm and welcoming environment where they have excellent opportunities to achieve positive outcomes. The attentive and knowledgeable childminder is enthusiastic in her role, ensuring she has an up-to-date knowledge of childcare practice and the children she cares for. Overall, the provision provides an effective inclusive service where there is evidence of continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop self-evaluation skills to identify strengths and priorities for development that will improve the quality of provision for all children
- ensure written parental permission for emergency medical advice or treatment is obtained for each child cared for

The effectiveness of leadership and management of the early years provision

Clear safeguarding policies indicate appropriate action will be taken if concerns are raised for any child in the childminder's care. The policies also help parents to understand the role of the childminder and the action she will take to safeguard children. Comprehensive risk assessments of the premises and activities undertaken indicate a good knowledge of risk management, ensuring children remain safe at all times. In general, very good care is taken to promote children's

welfare, however, not all parents and carers have been asked to provide written parental permission at the time of admission to the provision for the seeking of emergency medical advice or treatment in the future.

Excellent use is made of the available space, providing the children with a clean, well maintained and homely play environment where they can play safely on the floor or at the table and access toys independently. The well maintained secure outdoor play environment provides opportunities for play on the grass and patio, sand play in a hygienic sand pit, an area where children can chalk on a large chalkboard attached to the wall and a covered sheltered area where babies can sleep in their buggies. The good quality age-appropriate toys are stored enabling children to access them independently and make choices in their play.

All children are made welcome and encouraged to treat each other and the resources respectfully. Books and resources reflect positive images of our diverse society and the childminder encourages the children's awareness of relevant traditional and cultural events. By developing positive working relationships and good communication with parents, the childminder learns about the individual child's needs, enabling her to meet them well.

Parents write positively about the childminder, praising the professional, knowledgeable and friendly service she provides. They feel children are very settled and happy in the environment where they undertake a full range of activities which encourage their skills and development. The policies provide parents with clear information about the service offered, important information is clearly displayed on a notice board, and a daily diary in addition to face-to-face contact keeps parents informed of activities.

Children benefit positively from the partnerships the childminder builds with others in the community. For example, she is an active member of the local childminding network, constantly working in partnership to develop good quality childcare through sharing knowledge, opportunities and offering support. Community resources for young children are used such as play parks and the library. The childminder also understands the importance of working in partnership with pre-schools for the benefit of the child.

The childminder has started to self-evaluate her service and identified some aspects that she would like to develop, however, there is potential for further evaluation. She frequently attends relevant training opportunities to increase her knowledge and skills, ensures her first aid certificate is up-to-date and has made improvements to the outside area for the benefit of the children.

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

Children appear very confident and relaxed in the childminder's care. They undertake many activities which the childminder adapts to meet their interests and developmental needs. For example, the childminder plays music to the children; they start to move to the music and all dance together. This leads to some action

songs and a request for Humpty Dumpty. The childminder sits on the floor and the children take turns to balance on her knees before they 'fall' off. Musical instruments add to the children's creativity as they play along to their singing and the music.

Books, outings and planned activities help children to acknowledge and accept differences in the community. The childminder plans flexibly, allowing opportunities for the children's natural interests to be followed and for them to learn about current and traditional events. For example, on St. Patrick's Day the children listen and dance to Irish music and make collage clover leaves for their parents. The simple activities also provide opportunities for the children to develop their balance and co-ordination as they dance, and develop fine movements as they use the glue brushes and tissue paper. The childminder observes and listens attentively; she comments on their activity, actively encouraging conversation. Children count, match and sort in everyday activities they undertake. For example at snack time, a child independently counts her apple slices and cheese chunks correctly.

The children make independent choices from the low level storage where they can access construction toys, books, puzzles, musical instruments, interactive toys, dolls and soft toys. Outdoors, the children have access to an attractive secure play environment where they create their own designs on the large wall chalkboard and use wheeled toys and balls or use the covered sandpit.

Good quality and meaningful observations, illustrated with photographs, lead to the identification of the next steps in learning in the children's journals. These provide the childminder and parent with a clear record of the children's developmental progress and interests.

The childminder encourages positive behaviour through her excellent role modelling. There are simple house rules depicted in words and pictures which help children understand. Consequently, children learn to share, take turns and show kindness to each other and respect the furniture and equipment. Children learn to consider their own safety through gentle reminders, routines and encouragement. Their personal independence is increasing as they take off their own coats and shoes and put them away in the correct places. Meaningful praise and encouragement from the childminder encourages their self-confidence and self-esteem.

Children develop their awareness of a healthy lifestyle through the sensible routines they follow. Each day, children have physical activity in the fresh air, undertake stimulating activities to challenge their skills, enjoy healthy nutritious food and drink at regular times and quiet opportunities for rest and reflection. They learn about good hygiene practices as they wash their hands before food and after messy activity and use their own towels to dry their hands. Young children seek the comfort of the childminder's lap from time to time, where they receive a warm cuddle before naturally going back to their activity.

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	2

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	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

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