

## Inspection report for early years provision

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<b>Unique reference number</b>	EY390336
<b>Inspection date</b>	14/10/2009
<b>Inspector</b>	Joanne Graham
<b>Type of setting</b>	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 was registered in 2009. She lives with her husband and one child in a house in the Birch hill area of Bracknell, Berkshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Access to the premises is on street level. The family have a rabbit.

The childminder is registered to care for two children on the Early Year Register at any one time and five children in total at any one time. She is also registered on both parts of the Childcare Register. There are currently three children who attend part time. The childminder attends the local toddler group. She is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children play in a clean, welcoming environment where they are able to happily participate in self chosen and adult initiated activities. They are settled, secure and develop a sense of belonging as the childminder keenly talks about their home life, knows their routines and responds to their interests. The childminder has a good knowledge of the Early Years Foundation Stage and recognises and respects the uniqueness of children and their differences. She has a strong capacity to improve her practice as she self evaluates the setting.

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

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

- continue to develop risk assessments
- develop observation methods to ensure information gathered is sufficient and specific to increasingly inform future planning needs

## **The effectiveness of leadership and management of the early years provision**

The childminder has a positive attitude to raising and maintaining standards, monitoring her practice well. She identifies areas to develop and is keen to increase and update her knowledge by attending training, such as improving her skills in completing observations. Written policies and procedures are in place, shared with parents and support the childminder with her work. Resources are age and developmentally appropriate, in good condition and the childminder monitors their usage to ensure they provide sufficient challenge to the children and engages their interests. Records are maintained to a high standard and stored securely to maintain confidentiality. The childminder ensures she is aware of children's routines and individual needs to make sure she provides a safe and secure environment. Parental written consent is in place prior to children starting and

parents are made aware of accidents and medication administered by signing documents when they collect their child. This contributes to safeguarding children's welfare and well-being.

The childminder is aware of procedures if she has concerns about a child's welfare and additional child protection training, her own policy and supplementary literature supports her in this role. The childminder completes visual and written daily checks to ensure the setting is suitable, risks are sufficiently managed and children are safeguarded, both inside and outdoors. Risk assessments for outings are detailed and informative, although the written risk assessments for the setting are not so in depth. Children are able to play and move around comfortably and good supervision and procedures ensure they are safe. For example, entry to the premises is managed well and visitors sign in a book to record their visit.

The childminder is keen to ensure the provision meets parents' expectations as well as children's needs. She records children's interests and discusses developmental starting points with parents to inform her with planning and providing suitable activities. The childminder keeps a written diary of the children's days, including photographs of their activities and achievements, engages in verbal discussions when children arrive and leave, sends and receives texts and phone calls. This contributes to promoting continuity of care and ease the transition between home and the setting. Parents are pleased with the care provided for their children especially regarding how well their children settle into the setting.

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

The childminder has a good understanding of children's learning and development and undertakes written observations to assess children's progress and achievements. However, the current system lacks some information to inform all future planning needs to support individual learning. Children are making good progress in their learning as the childminder adapts activities to ensure all children take an active role in the setting. The childminder takes photographs of the children to share their achievements with their parents and she uses these to help plan some next steps to learning. Children are able to freely access a wide range of good quality toys and resources. The childminder responds to the children's interests and fosters their curiosity by asking questions to help children to explore, discover and engage with activities. Children participate in purposeful play; they keenly join in adult initiated activities as well as initiating their own play.

Children have regular opportunities to be active as they explore the local woods, parks and garden. The childminder provides suitable clothing to ensure that they can still investigate the outdoors regardless of the weather. The childminder listens to children well and encourages their communication skills effectively by using Makaton signs as she says spoken words, increasing their language development. In turn the children use these signs, other gestures and their own words to share their news and to express their needs. Children have good relationships with the childminder and her family and take responsibility for choosing what they do and when they shall do it, helping to share the routine changes. For example, the

children indicate to the childminder when they want to eat or change areas to play in.

Children demonstrate they have a developing understanding of how to stay safe and a willingness to help others to be safe. They role play using the toy iron; imitating it being hot and saying they have to be careful. Their behaviour is good and through sensitive and consistent reinforcements are aware of the boundaries and the childminder's expectations. Children are secure, develop a sense of belonging to the setting and enhance their social skills through positive praise and encouragement. The childminder introduces numeracy and problem solving into everyday situations and the younger children are beginning to count, use puzzles and operate button activated toys. The childminder ensures that all children can access all the toys and equipment which are suitable, successfully breaking down stereotyping. For example, the boys keenly iron the pink doll's clothes and use the pushchair.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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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