

Inspection report for early years provision

Unique reference number	EY380454
Inspection date	17/02/2010
Inspector	Anne Jeanette Faithfull
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 2008. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children in Bracknell, Berkshire. The childminder makes use of local facilities, such as parks and toddler groups. The childminder can take children to and collect them from local schools. The family have a pet dog.

The childminder uses the whole of the ground floor of the house for childminding with provision for children to sleep on the first floor bedroom. A fully enclosed rear garden is available for outside play. Her registration permits her to care for three children under eight years and, of these, two may be in the early years age range, at any one time. She is currently minding two children who are within the Early Years Foundation Stage on a full and part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a calm and caring environment where children are settled, happy and confident. The childminder recognises the uniqueness of each child and provides an inclusive service where each child is valued and included. All children have their learning and welfare needs met effectively as the childminder is aware of each child's individual needs, routines and requirements. The childminder has begun to monitor and evaluate her practice and demonstrates a commitment to improving outcomes for all children.

What steps need to be taken to improve provision further?

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

- improve further the existing risk assessment documentation so that it clearly includes the name of the person who has completed it

The effectiveness of leadership and management of the early years provision

The childminder is aware of her role in safeguarding children and ensures she has up to date knowledge of the signs and symptoms of abuse and the procedures she should follow if she has concerns about a child in her care. The childminder ensures people who have regular contact with the children are suitable to do so and all visitors to the home have their name and times in the home recorded. The childminder organises the space available in her home well to meet the individual needs of the children. For example, she ensures there is free floor space so young children who have just learnt to walk can move around freely. Children have access to a good range of toys and resources both inside and outside; they can make independent choices as the childminder ensures resources are accessible to

children in low storage shelves. A very comprehensive range of risk assessments is in place for the premises and outings to ensure children are safe. These include the date of the assessment, but do not clearly indicate who completed them. The childminder has a range of safety measures in place, such as completing a daily safety check and recording the fridge temperature.

Children are beginning to learn about keeping themselves safe as they participate in fire evacuation drills and the childminder reminds them of road safety issues when out. The childminder has a good understanding of her role to promote equality and diversity. She plans a range of activities and experiences to enable children to learn about diversity and the wider world. The childminder has developed good partnerships with parents. Information is obtained from them to ensure that continuity of care is offered and all specific needs are met and catered for. Parents receive a copy of all her policies and procedures in place. Parents also receive a daily written diary detailing their children's routines and activities they have participated in. They are kept fully informed of their child's progress as they can access their child's 'learning journey' file. Parents comment in their reference letters how the childminder offers stimulating play and educational activities and provides a warm and safe environment for the children. Currently, no children in her care attend other settings, however the childminder is very aware to develop partnerships with other settings when required to ensure children's progress and development is shared. The childminder reflects on her practice and has completed the Ofsted self-evaluation form. She has attended some training courses since her registration and is committed to improving and developing her service in order to continually improve the outcomes for children and her child care knowledge.

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

Children are relaxed, happy and comfortable in the childminder's home. The childminder's calm and caring manner helps children to feel settled, confident and secure. Children have developed a secure relationship with the childminder and have developed a caring relationship with the childminder's own children. The childminder effectively uses her knowledge gained by working in a day nursery for many years to provide children with a range of activities and experiences, which are interesting, fun and help to promote their early learning and development. The childminder supports all children well in their learning as she encourages their early interests and inquisitiveness. The childminder uses children's play to extend their early understanding of number for example, counting the bricks with them as they build a tower together. Children enjoy a range of tactile experiences such as, playing with jelly and cereals. They have great fun as they bang the top of the sand tray together and they readily dance along to the noise they make with their shakers and to music. The childminder and children sit together to look at books and listen to stories such as Dear Zoo where the childminder encourages them to name the animals and help to open the flaps to see the animal underneath.

Children make good progress in their learning and development. Each child has their own learning journey; all about me and tracker book in place. The childminder records the observations she makes and effectively links these to each

area of learning. She uses her observations to help identify children's next steps to ensure they receive a range of activities and resources to interest and challenge them. Children are encouraged to begin to be aware of diversity and different cultures in a variety of ways. The children went with the childminder along to her children's school so they could participate in cultural and faith week. The children enjoyed dancing along to an Irish jig and looking at the school children dressed in a range of national costumes. Children readily go on outings with the childminder to local toddler groups, parks and activity centres. These outings and visits enable the children to begin to be aware of their local community and to mix and socialise with others. The children are beginning to understand they must share the toys and resources and if appropriate the childminder effectively uses distraction and explanation when children wish to play with the same toy. The childminder and children readily clap their hands and say 'wow' together when they have completed a task and this helps to develop and boost the children's self-esteem and confidence. Children are beginning to understand they must share the toys and resources and if appropriate the childminder effectively uses distraction and explanation when children wish to play with the same toy.

Children are beginning to be aware of safety issues. The childminder gently reminds them not to climb on the large toy garage as they will fall and bump themselves. Children are able to sleep when they require and they all have daily opportunities to access fresh air and exercise on walks to the local school, park and outdoor play in the garden. Children are beginning to show an awareness of health and hygiene issues as the childminder reminds them why she is wiping their hands before snack time. She encourages their early hygiene independence by asking them to try and hold the tissue themselves when they blow their nose. Children can readily access their drink when required and are provided with a range of healthy snacks and home cooked meals. The childminder encourages the young children to begin to try and taste new foods for example, offering them kiwi fruit at snack time.

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	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

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	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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