

Inspection report for early years provision

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| Unique reference number | EY398592 |
| Inspection date | 26/04/2010 |
| 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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2009. 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 one child aged four years in Warfield, 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 childminder uses the whole of the home for childminding. A fully enclosed rear garden is available for outside play. Her registration permits her to care for four children under eight years and of these two may be in the early years age range, at any one time, and she is currently minding one child who is within the early years age range on a part-time basis. The childminder is also registered for one child up to the age of eight years for overnight care.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, safe and secure as the childminder recognises the uniqueness of each child and provides an inclusive, welcoming and caring environment. Children make good progress in their early learning and development as the childminder provides a range of interesting and stimulating activities and experiences. The childminder has made a good start at evaluating her service and is aware of some of her strengths and has already identified certain areas for development.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure all risk assessments include the name of the person who completed them. 10/05/2010

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

- promote further children's understanding of safety by ensuring they participate in the emergency evacuation procedures
- develop the system in place to gain information from parents to include children starting points and achievements already made at home.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well in the childminder's care. She is vigilant and has a good understanding of her role in safeguarding children and the procedures to

follow if she has concerns about a child in her care. All adults in the household have been checked to ensure their suitability to be in close proximity to children and the childminder ensures children are never left alone with unvetted people. A range of risk assessments are 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. Children are beginning to learn about keeping themselves safe as the childminder reminds them of safety issues when they are out, for example the procedures to follow if they wish to cross the road. However, they have not yet participated in the fire evacuation drills so they are not aware of the steps to take in an emergency. The childminder has a good understanding of her role to promote equality and diversity and she provides a range of activities and experiences to enable children to learn about diversity and the wider world. The childminder supports children well in their learning as she encourages their early interests and inquisitiveness. Children have room to move around freely and select the toys and resources they wish to use. The childminder ensures she rotates the toys and equipment so children do not become bored and to meet their individual needs, play preferences and requirements.

The childminder recognises the importance of working in partnership with other settings the children attend, although at present no children attend any other setting. The childminder has developed secure relationships with the parents. They share any concerns with each other and she readily answers any questions they have. She works with them to help their child's early vocabulary development and informs them of their child's progress. The comprehensive daily diary is used effectively for the parents and childminder to exchange information as well as the verbal feedback at the end of each day. Parents make many positive comments about the childminder to the inspector on the day of the inspection. Their comments include how happy they are with the care she provides, her flexibility and how settled and happy their child is in her care. The childminder continually reflects on her practice and has a wish list in place. She is able to identify some strengths and areas that require further development. She is committed to attending training and developing her service in order to continually improve the outcomes for children and her childcare knowledge.

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

Children are happy and comfortable in the childminder's home. The childminder's calm and caring manner helps children to feel settled, confident, included and secure. The childminder organises her day to meet the needs and routines of each child, such as, letting them go to sleep at their usual time. The childminder has effective strategies in place for children to settle when they leave their parents as they go and look in the garden to see what birds are there. Children are making good progress in their development as the childminder uses her past experience as a nanny to provide a range of activities and experiences for the children to participate in. The childminder knows individual children well and creates an open, accessible and inclusive learning environment for all children, enabling them to reach their full potential. The childminder is developing her knowledge of the early learning goals and has implemented an observation and assessment system, which

supports children to make good progress in their learning. However, it does not clearly use parents' knowledge of children's achievements at home to help inform planning for their progress. The childminder effectively links the observations made to the areas of learning and to help inform the child's next steps in their learning and development.

The childminder continually extends children's early language skills for example, asking them to name objects and talking to them about what they are doing. Children enjoy a range of creative activities including play dough and using chalks. The childminder readily responds to events in children's lives for example, a child visited a farm at the weekend so the childminder provided a range of resources linked to farms including books, farm animals and toy tractors. She talked to the child about the farm and encouraged the child to begin to name the different animals on the farm and find the big and little horse. Children are beginning to be aware of the environment as the childminder encourages them to be aware of recycling. Regular visits to other childminders and local facilities ensure all children have the opportunity to socialise with others and become aware of the local community. They are beginning to be aware of the lives of others as they celebrate different festivals and events. Children have many opportunities to experience nature as they plant sunflower seeds and talk about how they need to water them to make them grow. Regular trips to a local duck pond enable children to feed the ducks and look at other animals. Children thoroughly enjoy playing musical instruments and dancing to Spanish music. This helps them to begin to recognise different sounds and promotes their physical development.

Children have developed a secure relationship with the childminder and her family. The childminder is very calm and patient. She continually offers praise, encouragement and facial expressions to show her delight with them, this helps them to develop their confidence and self-esteem. Children show care and concern as they gently kiss and cuddle a favourite soft toy. Children are beginning to foster an awareness of diversity within society and the wider world for example; they play with a range of resources and celebrate festivals and events. Children are beginning to be aware of safety issues and how to keep themselves safe. The childminder gently reminds them to be careful when running outside on the grass and they are aware of the routines in place, such as to sit on the bottom stair in the lounge when she goes to answer the front door so they are not able to run out. The childminder ensures children can access drinks regularly and offers children a range of healthy meals and snacks their parents have provided. The childminder ensures she is aware of each child's changing needs for example, asking a child to put their cardigan on when she noticed their hands felt cold. Children have many opportunities to develop their physical skills daily for example, going to for walks and playing with a range of outdoor equipment in the garden. The childminder promotes children's understanding of a healthy lifestyles as she explains to them about going for a walk in the fresh air and giving younger children the opportunity to walk rather than sit in a buggy.

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

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| 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

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| 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 | 3 |
| 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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| 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

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| 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

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| 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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