

Inspection report for early years provision

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Inspection date	21/06/2010
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 2006. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two young 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 rabbit, cat, guinea pigs and some fish.

The childminder uses the whole of the house 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 two children who are within the Early Years Foundation Stage on a part time basis. The childminder is also registered for overnight care for two children under eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a calm, secure and welcoming family environment to all children in her care. She recognises the uniqueness of each child and provides an inclusive service where each child is respected, 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 effectively monitors and evaluates her provision and this demonstrates her commitment to ongoing improvement and development.

What steps need to be taken to improve provision further?

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

- extend the observation and assessment system in place to identify children's next steps in their learning and development

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge and understanding of local safeguarding procedures to protect children from harm and abuse. As a result, she is aware of what to do and who to contact in the event that she has concerns about a child in her care. Children are safeguarded well as the childminder ensures all adults who are in close proximity to the children have completed appropriate checks. The childminder organises her day well to meet the needs and established routines of each child. Children can readily access the toys and resources they wish to use independently as the childminder ensures they are stored at child height in attractive boxes and displays. A good range of policies and procedures are in

place, these are well organised and accurately completed records ensure that every child's needs are successfully met. The childminder recognises that each child is different and ensures children are beginning to understand diversity and that everyone is different. Risks assessments have been completed for the home and outings. The childminder checks her home each day to ensure all areas are safe and children regularly practise the emergency evacuation procedure with her to ensure they are beginning to learn the steps to take in an emergency.

The childminder has implemented an observation book for each child where she records her observations she makes. However, currently she does not use the observations to help her identify and plan for children's next steps in their learning and development. The childminder has systems in place including parental permission to liaise with any other setting their children attend to share information regarding their progress and development. The childminder is deeply committed to providing an inclusive environment for all children and their families. The childminder has developed a good relationship with the parents. All policies and procedures in place are shared with the parents and the daily diary ensures parents are fully aware of their child's routines and activities they have been involved in. Parents make many positive comments in their reference letters including how pleased they are with the progress their children have made and the wide range of resources and activities the childminder provides. The childminder is committed to on going training and development and has effectively addressed the recommendations from her last inspection. She continually evaluates her provision in a variety of ways including daily reflective practice, which helps to identify her strengths and areas for improvement.

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

Children are happy and comfortable in this warm and homely environment. The childminder's calm and caring manner helps children to feel settled, confident and secure. The childminder organises her home to ensure children have ample space to move and crawl freely around. The childminder is very aware that children learn through play. She provides children with a range of activities and experiences, which are interesting, fun and help to promote their early learning and development effectively. For example, they grow their own pumpkin for Halloween. Children show great delight as they crawl in and out of the play tunnel. The childminder takes lots of photos of the children participating in outings and activities and children enjoy looking at the photos and recalling the outing or activity. Children are beginning to be aware of different cultures as they celebrate different festivals and events in their lives. They readily help the childminder to feed and look after the rabbit and her other pets giving them the opportunity to begin to think about the needs and requirements of animals.

The childminder continually offers children them support, guidance and praise. Children have many opportunities to go out each day on a variety of outings in the local community for instance, visiting the local park to look at the baby geese and to talk about nature. The childminder regularly meets up with other childminders and friends enabling children to socialise with other children. Children are

beginning to understand numbers as the childminder uses everyday opportunities to count such as, counting the number of socks and shoes they are putting on. Children are beginning to be aware of re-cycling as they use a range of boxes and other items to participate in junk modelling. They are beginning to use their imagination as a favourite activity is to use a very large box in their play for example, pretending it is a space ship. Children thoroughly enjoy a range of sensory toys and resources such as feeling different textures such as, a shower sponge, kitchen brush and fir cones. The childminder is aware of children's favourite toys and ensures these are readily available each day. For example, a child enjoys playing with different balls so the childminder provides a wide range of different coloured sensory balls and a ball pool outside.

Children's early communication skills are promoted as the childminder asks appropriate questions and names the items they are playing with. Children form close, warm relationships with the childminder, clearly trusting her. The childminder is calm and caring, so is an extremely good role model to them. Children are beginning to learn to share and take turns, owing to gently and sensitive reminders from the childminder. Children are beginning to be aware of safety issues and how to keep themselves safe; owing to the childminder reminding them about safety issues around the home and when they are out for example, to hold her hand when walking to school and to look out for cars. Children are well nourished. They eat healthy snacks and meals that the childminder provides and the childminder ensures they can access a drink at all times. The childminder works effectively with parents to deal with any specific health issues and requirements. Children have many opportunities to develop their physical skills and be out in the fresh air. They access a wide range of outdoor resources such as ride on toys, slides and a trampoline. Regular walks in the local woods give young children the experience of walking on different surfaces such as, leaves.

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

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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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