

Inspection report for early years provision

Unique reference number	EY345383
Inspection date	23/09/2010
Inspector	Tracy Bartholomew
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 was registered in 2006. She lives with her partner and two children in Bracknell, Berkshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time, one child maybe in the early years age group at any one time. She is currently caring for three children in the early years age group on a part-time basis and two children in the older age group part-time. She is registered on the Early Register and the compulsory and voluntary parts of the Childcare register. The childminder drives to school to take and collect children. The childminder attends the local toddler group and takes children to the library and local parks. The childminder is a member of the National Childminding Association.

The family has a dog as a family pet.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this safe, welcoming and stimulating environment. They are exceptionally well supported by the childminder, who offers a wide range of activities which enables the children to make first class progress in their learning and development. Excellent communication lies at the heart of the setting, which allows for children to excel and parents to feel confident and involved in all aspects of their child's learning and development. This promotes continuity in children's welfare and education. The childminder accurately identifies most areas for future development. As a result this promotes good outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that booked training in safeguarding is undertaken to refresh current knowledge and understanding
- develop methods of recording partnerships with other professionals involved in children's care to inform future planning

The effectiveness of leadership and management of the early years provision

The childminder is fully committed to the children and constantly looking at ways to improve her practice. Since returning from maternity leave she has been proactive to book herself on a safeguarding courses, as she is aware of the need

to update her knowledge and understanding of the current guidelines. Regardless of this children's safety is of paramount importance to the childminder, she has a secure understanding of the signs and symptoms of abuse and who to contact in the event of a concern. In addition she has a record of risk assessments in place for the home and most outings, this ensures that possible hazards are identified and minimised. There is a very clear evacuation plan in place and all children learn about the emergency procedure in order to avoid confusion should an emergency arise.

The childminder links well with other child carers associated with the children in her care, they share experiences and discuss possible outcomes for the children including next steps, however it is not clear how this information is used in practice. Nevertheless the childminder has exceptional relationships with all her parents; she has built very secure associations with parents, which has a positive effect on them, as they are confident to seek her advice and consult with her over personal issues. They clearly value her support and are consistently included in all aspects of their children's day.

The childminder has a designated play room for the children and has arranged resources at the children's level. This enables children to independently access them. The childminder helps children understand diversity and learn to celebrate people's differences. The children play with lanterns and listening to music reflecting different cultures, they have ample opportunities to learn about the world around us as the childminder is skilful in providing learning opportunities for the children to be actively involved in. This has a positive effect on the children as they accept everyone as part of the group, forming a friendly little community within the household where everyone feels welcome.

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

The children arrive happily, confident and promptly begin play as if they are part of the family. They know where resources live and confidently access favourites when ready for a change. They clearly love the art and craft and get actively excited as they create a beautiful bed for their baby. Ample resources support all of the children's creativeness. The children have a free rein on what they would like to do with the childminder supporting and extending learning, by incorporating the theme for the term. They are confident at using a wide range of resources and developing their senses throughout, for example the children talk about the smell of the paints and enjoy being actively involved with implements such as brushes, glue sticks, sequins and scissors.

The children share toys fairly, taking turns with the glitter pens and eagerly waiting to have their turn with the vehicles on the play mat. Some choose to develop their skills at photography, encourage their peers and visitors to smile and discussing if it was a good picture, by imagining they have the display at the back of the camera. The childminder is excellent in promoting creative thinking, they all engage in conversations about what they have done at school, reciting the story of

the lost duck, this leads into how children can protect themselves when they are out and about. The children explain that they would not get lost when they are with the childminder as they wear jackets when in the childminder's care with her number on it. This combined with many other first class methods is just one way that the childminder develops the children's sense of security whilst promoting their awareness of how they can stay safe within the environment.

All play is relaxed, inviting and tailored to uniqueness of the children attending. The childminder plans a wide range of good quality activities with clear challenges for each child, these fully take account of the children's individual achievement and milestones to advance onto. Her profiles and observations are clearly evaluated, taking account of next steps. As a result the children make good progress in relation to their starting points.

Children foster an extremely good knowledge about healthy eating and exercise. The childminder talks to the children about the importance of regular exercise and promotes this daily, through outings to the park, garden play and walking to school. Children become very excited at snack time as they discuss the importance of fresh fruit; their independence is well promoted as they help with the preparation of the snack, for example chopping the fruit up. The childminder extends children's learning and talks to them about the different sizes and colours, which consolidates learning whilst linking in with themes of colours and numbers.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
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	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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