

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY408891
<b>Inspection date</b>	07/12/2010
<b>Inspector</b>	Anne Nicholson
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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.

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 was registered in 2010. She lives with her partner and pre-school aged child in a residential cul-de-sac close to Harman's Water, Bracknell and Ascot in Berkshire, close to shops, parks, schools and public transport links. Mainly the ground floor of the childminder's home is used for childminding, with the exception of the bedrooms for sleeping. She has a Cockatiel and two rabbits as pets.

The childminder is registered by Ofsted on the Early Year Register, compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children under eight years at any one time, no more than two of which may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. The childminder collects children from the local nurseries, schools and goes to children's activity sessions regularly.

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

Overall the quality of the provision is outstanding.

Children thoroughly enjoy their time with the childminder and her family. They make excellent progress through the early learning goals as the childminder have an excellent understanding of their individual needs, likes and dislikes and spends time supporting their play and learning. She ensures resources are developmentally appropriate and varied and records and shares in detail with parents their achievements and progress. Observations of the children's achievements are fully utilised and used to plan future activities and opportunities that promote ongoing development with an area to strengthen being the method used to clearer define starting points and overall progress. The childminder effectively promotes inclusion and provides additional opportunities for all children to learn communication skills like 'signing' and pictorial labelling. Excellent working relationships with parents and other agencies have been developed to ensure that the childminder is up to date professionally and that outcomes for children are shared and consistently promoted. The childminder displays a positive attitude to the continuous improvement of her setting and her professional development, continually reviewing her practice and provision to identify areas to develop and training that benefits children, parents and her.

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

To further improve the high quality early years provision the registered person should consider:

- enhance the method of recording children's starting points and showing how well they overall progress towards the early learning goals to clearer

define these aspects

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

Children's welfare remains effectively safeguarded through the childminders consistent implementation of her policies and procedures which include a formal risk assessment and daily visual checks of her premises and resources, detailed risk assessments prior to outings, appropriate use of safety devices, checking identification of visitors to the premises and providing consistent messages to children on how to keep themselves safe. The childminder is proactive towards training and has completed a level 1 Safeguarding course and is booked onto her Level 2. She has a valid Paediatric First Aid certificate and is booked onto several additional training sessions in the New Year. She undertakes a comprehensive self-evaluation process and sets herself high standards when highlighting strengths and areas of practice where further development will improve outcomes for all. Positive steps to promote children's health and well-being are in place; good hygiene practices are routinely followed including preventing cross-infection when children are ill by keeping them separate and promptly dealing with any sickness. Systems for recording medication administered, accidents or pre-existing injuries are all in place.

Children's happiness along with a variety of positive learning experiences remains the childminder's primary focus. She ensures that her home environment is welcoming and that all resources are developmentally appropriate and accessible to the children. Storage units have both picture and word labels to identify their contents and there also similar labelling on doors to rooms and within the toilet to prompt hand washing and good hygiene practices. There are displays of posters within the dining area and children are encouraged to self-select resources for themselves or assist younger children where this is not developmentally possible. There is a well organised and comprehensive range of documentation and policies in place and several of the daily procedures are both in written and pictorial form for children to see; for instance her 'how to be healthy' posters to enable children to 'read' and follow them. The daily routine is built around the children's individual needs to sleep, rest and how they are feeling. Children have excellent opportunities to play and learn both inside and outside the home with each outing undertaken being thoroughly risk assessed to ensure the children's safety. Daily discussions take place with parents, along with comprehensively completed daily diaries and access to the 'My Learning Journey' folders, to ensure that they are aware of all aspects of their child's day. Parents complete questionnaires about the childminder's service and report 'we have both been very impressed with your level of childcare and efficiency' and about the childminders level of care and professionalism. There is also an excellent partnership in place with other carers of the children to ensure continuity of care and also with the Local Authority Early Years Advisers.

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

Children's individual needs remain excellently met within a child-centred environment, enabling them to feel settled and have a good sense of belonging. The childminder clearly enjoys interacting and playing down with the children and demonstrates an excellent understanding of their individual care requirements, their likes and dislikes. Children respond extremely well to the positive interaction they receive from the childminder enabling them to gain confidence in their abilities and enjoy their play. Their confidence to try new activities and self-esteem grows through the meaningful praise and physical reassurances they receive from the childminder. They have access to an excellent range of age and developmentally appropriate toys and resources that encourage children to explore and investigate. These are regularly cleaned, kept in a good condition and presented invitingly to children in labelled units or the lounge. Children also benefit from a range of experiences away from the home environment including visits to the Look Out, Beale Park, local soft play centres and children's centres both in the locality and further afield however the childminder is careful to respect parental wishes by ensuring they do not wish to be the first person to undertake these activities with their children.

The childminder demonstrates an excellent awareness of individual children's abilities and is mindful not to over direct their play. She observes how they use equipment and their likes and then uses these observations to expand their play further or support targeted next steps of learning. This is evident from her planning, daily diaries and observational evidence within each child's 'My Learning Journey'. These documents are excellent and give a clear picture to parents on what activities are planned, how their children enjoyed these, how well their children are progressing and what has been identified as a target for on-going learning. Children enjoy doing creative work at the table or on mats on the floor. Babies and toddlers enjoy investigating water, gloop and play-dough and older children making creative pictures using a variety of materials and textures.

When children are unwell they receive an excellent level of care and comfort, whilst also being kept separate to well children. The childminder's effectively minimises the risk of cross-infections through maintaining a high standard of cleanliness, following good hygiene practice when changing nappies and ensuring any bodily fluid spills are promptly addressed and disinfected. Each day children enjoy some form of external play or exercise and the childminder has a positive attitude towards them getting fresh air every day. On display for each child is a 'change for life' poster which the childminder has signed up to. The poster depicts a healthy diet and encouraging five fruits or vegetables per day, along with exercise, the children will visit the a local leisure complex in the New Year to learn about fitness and exercise as well as having opportunities to play outside, be active and enjoy fresh air. Children enjoy a range of healthy and nutritious meals that have regard for individual dietary needs and preferences, these are provided either by the parents or the childminder depending on parental preference. Drinks remain readily accessible throughout the day.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----