

Inspection report for early years provision

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Inspection date	17/01/2011
Inspector	Hazel Farrant
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.

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 1983. She lives with her husband and one adult child in Sandhurst in Berkshire. The whole of the ground floor is used for childminding and there is an enclosed garden for outside play. Access to the property is at street level. The childminder is registered to care for a maximum of six children, three of which may be in the early years age range. She is also registered on both the voluntary and compulsory parts of the Childcare Register. There are currently 11 children on roll, five are in the early years age range. The property is close to local schools, shops and other community amenities. The family has one cat. The childminder is a member of the Bracknell Forest Childminding Network, which has been approved by the National Childminding Association (NCMA) as a quality assured NCMA 'Children Come First childminding network'. The childminder is also a foster carer.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well-developed knowledge of each child's needs ensures the childminder successfully promotes children's welfare and learning, resulting in most legal requirements being successfully met. Children are cared for in a homely, welcoming and well-organised environment. The childminder demonstrates a strong commitment towards the continual development of her practice. She has started to use self-evaluation to identify key areas for improvements and has attended a range of relevant training courses since the last inspection.

What steps need to be taken to improve provision further?

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

- make a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 17/02/2011

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

- organise resources to ensure all children can benefit from a wide range of attractively presented play opportunities.

The effectiveness of leadership and management of the early years provision

A secure awareness of safeguarding issues, ensure children are continually protected. For example, the childminder is fully aware of possible signs and symptoms of abuse and has refreshed her knowledge through recently completing training at level 2. Clear policies and procedures are in place, which are in line with the Local Safeguarding Children Board procedures. Consequently, the childminder is aware of how to respond appropriately if concerns arise. Risk assessments are carried out, ensuring children's safety in the home and when on outings. However, the risk assessment for inside the home is not completed appropriately. For example, the date of review and the action taken following a review or incident is not currently recorded. This is a legal requirement. However, the childminder is vigilant in keeping children safe and place children's welfare as paramount.

Most of the required records to ensure the welfare needs of the children are in place and stored to reflect confidentiality. The childminder actively promotes equality and diversity in her practice, to ensure all children have a good understanding of differing cultures. Daily discussions, telephone calls and text messages keep parents suitably informed about their children's care. The childminder offers parents' ideas on how to support children's learning at home and regularly seeks their opinions on the service provided. Assessment records are shared with parents, and their contributions are invited as part of the process. Letters from parents indicate they are extremely happy with the care their children receive. Planning is also displayed, giving parents an appreciation of the curriculum being delivered to their children. Planning is flexible so that current interests are nurtured effectively. Secure partnerships are in place with other providers delivering the Early Years Foundation Stage. This is through having regular discussions and sharing curriculum planning. All children are welcomed into the home. Although there are currently no children in the early years age range with special educational needs and/or disabilities on roll, the childminder has many years experience in providing a wide range of specialist care.

The childminder has a good knowledge of the children's backgrounds and needs, as well as providing a range of activities based on other cultures and beliefs. This gives children a better understanding of the way other people live, which develops positive attitudes of differing cultures and religions. The childminder reflects upon her practice and clearly demonstrates her plans for improvement, for example, attending further training to gain greater understanding of different cultures. The childminder has successfully addressed the recommendation from the last inspection and continually monitors the care she provides. There is a good range of toys and equipment available at child height in the dedicated playroom. However, currently there is no method of informing children what is contained in each box, or what is stored in other areas. Therefore, not all children will know what activities are available to them.

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

Children are very happy, well behaved and settled. The childminder's caring and supportive manner enables them to feel safe and secure, which ensures trusting relationships are formed. Young children feel safe, settle quickly and go to the childminder for a cuddle, especially when they are beginning to tire. Children are encouraged to experiment, make free choices about activities and resources and to join in critical thinking with the childminder who often asks questions such as 'How can we stick this?', and 'Where do you think this goes?', during a craft activity. Young children have the opportunities of mark making, while using chunky crayons which they find easier to hold. Older children are completely absorbed in listening to a story about 'Noah's Ark'. The childminder skilfully engages children interest in animals and they discuss the different sounds that they make. Children are also learning about colours and the difference between shades. They confidently say 'dark green' or 'light green' as they point to pictures in the book. The children then go on to make animal masks, using double sided tape and carefully position the pieces into place, developing their skills of problem solving. Children focus very well on what they are doing and develop good levels of concentration.

The childminder's practice and planning is coherent, maximising children's ability to learn. Planning is thorough and meets individual needs and provides appropriate challenge for children across the six areas of learning. There is a clear and effective circular system starting with observations of what children can do, which are effectively used to plan the next steps in their learning. Children particularly like listening and dancing to a variety of music and confidently invite the childminder to join their fun, which she readily accepts. Children dance to the varying beats of the song and jump up after they count up to a number that they have negotiated with the childminder. Even the youngest of the children join in and there are lots of laughs and giggles. Children clearly enjoy the company of the childminder, who they affectionately call 'nana'.

Children learn about their local environment and the world around them, as they are taken on outings to parks, libraries and other places of interest. They learn about and respect nature, as they discuss where animals come from and that birds have 'beaks' instead of noses. Children's good health is well promoted, because effective hygiene procedures reduce the risk of cross contamination. Surfaces, toys and equipment are kept clean and children independently use hand washing facilities and tissues. Children clearly understand that germs cannot be seen, and point to the poster in the kitchen which reminds them to wash their hands at appropriate times. In the main, parents provide their own child's food and healthy options are encouraged such as fresh fruit at snack time. Children have access to drinking water at all times, to enable them to satisfy their thirst when needed.

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	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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