

Inspection report for early years provision

Unique reference number	159106
Inspection date	14/02/2011
Inspector	Anne 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 2001. 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 children aged seven and 11 years old in Sandhurst, 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 two guinea pigs.

The childminder uses the whole of the ground floor of the house for childminding with provision for children to sleep on the first floor bedroom. A fully enclosed rear garden is available for outside play. Her registration permits her to care for five children under eight years and of these three may be in the early years age range, at any one time, and she is currently minding five children who are within the Early Years Foundation Stage on a part-time basis. The childminder holds the Business and Technology Education Council National Diploma in Caring Services (Nursery Nursing).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and secure in the childminder's home. The childminder offers a fully inclusive environment for all children in her care and recognises each child's uniqueness. Children make good progress in their learning and development as the childminder provides a range of activities, resources and experiences catered to their individual needs and requirements. Overall, children's welfare needs are well met. The childminder develops good relationships with parents and other settings the children attend to ensure continuity of care and education. The childminder is committed to continuous improvement and effectively uses her self-evaluation systems in place to ensure she continually develops her practice to further enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- make sure parents are aware of pets kept on premises
- improve fire safety procedures by completing the fire log in place.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as the childminder ensures adults living in the home have completed appropriate checks. She is clear about the signs and symptoms of child abuse and has contact numbers in place. The childminder makes good use of the available space within the home. Children move with ease around all areas identified for their use and independently select the toys and resources they wish to use from the playroom and if required take into the lounge area. The childminder thoroughly enjoys her time with the children and uses her past experience as a nursery nurse to provide them with a varied range of activities and resources which promote their early learning and development. The childminder demonstrates a good of commitment to promoting children's safety and welfare; however she has not yet informed parents of the pets out in the garden. The childminder has a good understanding of her role to promote equality and diversity, and children access a range of resources and outings to develop their early understanding of diversity and the wider world. The childminder has also completed an accessibility audit to ensure her service is as inclusive as it can be. The childminder completes a comprehensive range of risk assessments including ones for outings to ensure children are safe. The childminder and children practice the fire evacuation together, however the childminder has a fire drill log in place as part of her risk assessment but currently this is not completed to identify the date, concerns or any issues regarding the fire drill and the action taken if required.

The childminder has good relationships with all the parents. They receive an information pack before their child starts which includes all her written policies, procedures and other relevant information. The childminder ensures all parents are informed of how their child has spent their day with her and any concerns are shared. Parents make many positive comments in their reference letters. These include how their children do not wish to go home when they collect them, how flexible and friendly the childminder is and the home from home environment she provides. Parents are requested to complete questionnaires about the service she provides. The childminder effectively uses the questionnaire as part of her on going evaluation to ensure she continually meets the needs of the parents and their children. The childminder has established secure partnerships with other settings children attend to enable her to ensure consistency and continuity for children's care, learning and development. The childminder has a range of systems in place to continually evaluate her practice including the National Childminding Association reflective toolkit and completing the Ofsted self-evaluation form. The childminder is committed to on going training and development and has addressed all the recommendations from her last inspection.

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

Children are happy, settled and secure in the care of the childminder. They are made to feel at home and welcomed into a caring family environment. Children

thoroughly enjoy going into the playroom and choosing the resources they would like to use. This encourages children to become independent learners, develop their self-esteem and confidence and make decisions about what they want to do. The childminder ensures she constantly helps children to develop their early communication skills by talking to them and asking lots of questions linked to their play and interests. For example, asking about the cars they are playing with and 'where are the pigs' when looking at a book together. Children are aware of the lives of others as they celebrate festivals and access a range of resources such as, the small world toys. Children's activities are planned with a good balance of inside and outside activities and experiences. The childminder has a monthly theme in place to promote children's early learning. Currently, the theme in place is road safety and children participate in a range of activities and outings linked to this theme. For instance, using the different pedestrian crossings and talking about why you need to wear reflective jackets.

Each child has a learning journey file, which contains examples of their work, photographs and observations the childminder has made. The childminder effectively links the observations to the different areas of learning to ensure all areas of learning are covered and explored. The childminder obtains information before a child starts about where they are in their early learning and any areas the parents are already working on to ensure continuity. The childminder interacts positively with children, talking to them about their play and offering suggestions and support when required. Children readily approach the inspector to show her the scrap book in place which contains lots of photographs of them participating in a range of activities and outings. They readily name the other children in the photographs and recall the activity and past events. This gives children a sense of belonging.

Children have the opportunity to develop their creative skills as they make readily participate in art and craft sessions and younger children enjoy using the play dough. Photographs show children dressing up in a range of different costumes and celebrating their birthday with other children who attend. Children are beginning to be aware of recycling and developing skills for the future as they take the used bottles to the bottle bank and use a range of electronic toys and resources. The childminder effectively encourages children's early understanding of shape and size as she asks them to name the shapes with her on the toy mobile phone they are playing with such as the triangle and square buttons. The childminder is aware of children's interests and ensures she includes them in their day. For example children are interested in diggers as the water main in her road is being replaced, so they go on walks to look at the diggers and talk about the different sizes and their colours.

The childminder is a good role model who is very calm and caring, she offers praise and encouragement when appropriate. Children readily approach her, sit next to her and include her in their play. Posters around the home remind children of the behaviour rules in place. The childminder explains to the children who has just come to the door for example, the neighbour who had come to collect her keys. This gives children a sense of safety and security. Children can readily access their drink when required and are provided with a range of healthy meals and snacks. Posters around the home remind children health and hygiene issues for

instance 'staying healthy is walking to school'. The childminder works with parents to make sure children's individual dietary requirements are met for example, children who have food allergies. Children's physical development is promoted well through a range of activities such as, swimming and walks to the local parks to play on a range of outdoor equipment. This helps children to begin to be aware of the local community and helps to promote a healthy lifestyle.

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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