

Inspection report for early years provision

Unique reference number	119009
Inspection date	15/02/2011
Inspector	Margaret Moffat

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 1991. She lives with her husband and two adult children in Bracknell, Berkshire. The whole of the ground floor of the childminder's home is used for childminding, with provision for children to sleep upstairs. There is a fully enclosed garden for outside play. The childminder walks to local schools and nursery to take and collect children. She takes children to the local park and other activities within the local area.

The childminder may care for a maximum six children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is currently caring for three children in this age group on a full-time and part-time basis. The childminder also cares for four school age children. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm and welcoming environment where the childminder ensures their individual needs are met and catered for. Children thoroughly enjoy their time in the setting. The childminder knows the children well and consequently they make good progress in their learning and development. Planning and assessment systems have been introduced however children's next steps in learning and liaising with other providers are areas for improvement. The childminder is beginning to reflect on her practice through self-evaluation and has identified areas for improvement which indicates her capacity to improve.

What steps need to be taken to improve provision further?

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

- develop planning and assessment systems to show clearly the next steps in children's learning
- develop the links with other providers, to ensure continuity and consistency is achieved in children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of her duty in safeguarding children and effective procedures are in place which includes liaising with the appropriate agencies if any concerns arise. The childminder has recently undertaken training in child protection and this ensures her knowledge in these matters is up to date. Risk assessments

are undertaken and recorded and include the home, garden and all outings. The childminder uses a range of safety measures such as stair gates, smoke detectors and fire blanket to minimise the risks to children and ensure their safety. The childminder organises her time and space effectively to ensure children receive good support and play and relax according to their needs. Walls have displays of photographs of children at various activities and lots of informative posters which make the home inviting and give the children much to look at and discuss. Children have good opportunities to become independent as they choose the toys and resources they wish to play with and move around comfortably in the play space.

The childminder is committed to attending on going training to update her knowledge and understanding of the Early Years Foundation Stage and this shows her capacity for continuous improvement. The recommendation made at the last inspection has been addressed and the childminder ensures that a record of medication administered to children and parent's permission is in place. This ensures outcomes for children are met. The childminder collects the children from other settings and is known to the staff. However she has not yet liaised with them to further support children's learning and development and recognises this as an area for development.

The childminder develops good relationships and communication systems with parents. They receive copies of all policies and procedures and all relevant documentation is completed. Information is shared through daily feedback and the use of diaries outlining individual care routines and giving parents opportunities to find out what their children have been doing during the day. This includes information on any milestones reached, new words used or any other comments the childminder may note about the children's development. Parents report they are pleased with the service provided. They particularly comment on the warm, loving and homely environment provided and feel confident in the childminder's ability to care for their children and help them develop.

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

The childminder demonstrates a good awareness of child development and the activities she provides to cover all areas of learning and ensure children make progress. The childminder knows the children well and she spends her time talking and playing with the children helping them to learn. For example as children talk about things they have done at home the childminder engages them in conversations and asks appropriate questions which helps develop their vocabulary and thinking skills. During activities such as stacking cups the childminder develops children's counting skills and colour recognition and introduces them to simple mathematical language such as biggest and smallest. The childminder has recently started to make observations of the children and use these to show their progress along the areas of learning. However, the childminder does not use these effectively to identify children's next steps in learning.

Children are happy and content in the childminder's care and good trusting

relationships are evident. Children confidently approach the childminder for a cuddle and show delight as they receive this. Children enjoy looking at the posters and photographs displayed on the walls and talking about what they see. They point to the characters from 'Toy Story' and say their names and if there is one they are not sure of then the childminder helps them out by telling them sound the name begins with. They talk about the children they can see in the photographs and call out to the childminder when they see themselves and talk about what they are doing. Children confidently ask the childminder to read to them and find their favourite book. They sit on the floor together and the childminder encourages the children to talk about what they see in the pictures. Children point out the dentist in the picture and tell the childminder 'the dentist looks at your teeth' and they are praised by the childminder. The childminder responds to younger children's babbling noises and gestures and talks to them continually helping to develop their language skills. She encourages their walking skills as she holds their hands and walks with them and they have opportunities to pull themselves up and walk along the furniture. As young children pull themselves up on the toy box they enjoy lifting things out and looking at them and having a little babble to themselves. Children have opportunities to find out how things work as they have access to a range of push button and remote control toys. As they play with remote control monster the childminder gently reminds the children what to do when they tell her they cannot make it go. As they push down on the top and let go the children follow the monster across the floor and then have another go and proudly shout out 'Look I can do it' and the childminder shows delight in their achievement.

Regular outings to the local soft play activity, shopping trips and 'Look Out Centre' encourage children to socialise with others and help them learn about the local environment and the world around them. Children have access to a range of toys and resources to promote positive images such as small world characters, dressing up clothes, books and posters. Children have daily exercise and fresh air as they walk to and from school and nursery and have opportunities to play in the garden and park on the apparatus. Children are becoming aware of their individual needs. For example, they inform the childminder when they need to go to the toilet and asks for tissues to blow their noses. The childminder provides children with paper towels and liquid soap and encourages good hygiene procedures through discussion and routines. Parents provide packed lunches for the children and the childminder ensures that these are stored appropriately and adheres to parent's wishes with regard to the preparation. The childminder ensures drinks are readily available for the children and provides children with snacks of fruit which helps promote their understanding of healthy eating.

Children learn how to keep themselves safe indoors and out. They learn how to cross roads safely and stay close to the childminder when on outings. They respond to the childminder's request to tidy up when they have too many toys out at once. Children behave well and have good manners. They use please and thank in most instances without prompting and are beginning to share and take turns when playing with activities. The childminder works in partnership with parents in dealing with behaviour issues and this ensures consistency for the children. Children benefit from the praise and encouragement they receive from the childminder for their efforts and appropriate behaviour.

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	3
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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