

Inspection report for early years provision

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Inspection date	10/03/2011
Inspector	Susan May
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 1980. She lives with her husband in the Harmans Water area of Bracknell, Berkshire. The whole of the ground floor of childminder's house is used for childminding and there is a fully enclosed garden available for outside play.

They have one dog as a family pet.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register and may care for a maximum of six children under eight years at any one time. The childminder is currently minding three children in the early years age group. The childminder also cares for older children.

The childminder is prepared to take and collect children from local schools

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are clearly settled and secure in the childminders home and develop a warm and caring relationship with her. Each child is valued as an individual as the childminder provides for their care and education in a suitably inclusive manner. Children are safeguarded as the childminder makes their welfare a priority with policies, procedures and risk assessments effectively protecting children's safety and welfare. To support children's development there is a good range of age-appropriate play resources and activities available to them, however, observation processes are limited and systems to plan and organize children's learning and development progress on not fully effective. The childminder builds positive relationships with parents in order to share children's learning experiences and provide continuity of care. The childminder identifies strengths and demonstrates commitment to making improvements that will benefit the children in her care as she reflects on her practice.

What steps need to be taken to improve provision further?

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

- develop systems to record children's progress and use observations and assessments to help when planning 'what next ' for individual children

The effectiveness of leadership and management of the early years provision

The childminder keeps children safe, demonstrates a suitable understanding of the signs and symptoms of abuse and neglect and has clear procedures in place should she have any concerns about a child in her care. Risk assessments are in place for the premises and for outings and reflect the age of the children for whom she cares. Planning of daily routines is appropriately flexible and responsive to the needs of the children, for example, she provides opportunities for children to sit quietly and rest or be active as they wish. All children and families are welcome as the childminder provides an inclusive environment. Policies and procedures are in place that are shared with parents and all of the required documentation is in place to keep children safe with accident, incident and medication forms accurately completed.

The childminder demonstrates a good knowledge and understanding of child development and a broad range of easily accessible resources, activities combined with the childminder's understanding of each child's individual needs enables all children to be involved at their level. She is able to provide verbal and some written assessment information if parents request it and has a clear understanding of each child's development. However, she has not organized an effective development system to record children's programs that includes the visual observations she makes to enable her to help plan learning and development experiences for their next steps that is tailored to their individual needs. The childminder communicates with parents on a daily basis and they express their confidence and praise for the service the childminder provides, commenting that she is flexible, reliable, promotes good manners and provides a good environment to bring up children in. While it is not currently relevant for the younger children cared for the childminder demonstrates through discussion an understanding of sharing information with other carers to help ensure continuity and consistency in the children's care.

The childminder seeks to improve her knowledge as for example, she receives information and attends training with the local authority in order to move her practice forward. As a result, the childminder maintains continuous improvement. The childminder is able to discuss strengths of the provision and areas where improvements would benefit the children, for example, she recognizes the value of her years of experience as a childminder in helping children feel confident, safe and secure while acknowledging that improvements in observation and assessments to assist in planning next steps and recording children's progress would benefit the children in her care.

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

Children enjoy their play in the safe and secure environment for childminder provides. The childminder knows the children in her care well has a sound

knowledge of child development and is very experienced in caring for children. She is confident in enabling children to initiate their own play while being on hand to offer support to ensure they continue to make progress. The childminder adopts a calm approach and implements behaviour management effectively demonstrating an awareness of using appropriate methods according to age and stage of development. For example, she frequently offers praise however small the achievement, helping build self esteem, confidence and a sense of pride at something done well. Children behave in the home in ways that keep themselves safe, for example, walking when moving from room to room and being careful not to tread on toys. A developing understanding of keeping themselves safe when outdoors is fostered as the childminder discusses road safety and staying close to her when walking near roads.

Children benefit from a good range of toys and resources that are easily accessible to them and the childminder through her experience and knowledge of the children uses visual observation to identify what support in their learning and development she can offer. Children explore and select resources independently and their likes and interests are taken into account when the childminder plans future adult led activities, for example, outings. Children often invite the childminder into their play and the childminder uses this as an opportunity to help extend their skills and learning as she asks open ended questions, extends vocabulary and makes simple suggestions to help them find solutions to problems. For example, which would be the best 'tools' from the toolbox to use as they pretend to mend the furniture. The childminder includes in her daily activities time for outdoor play to enable children to benefit from plenty of fresh air and physical activities as they enjoy regular visits to the park and collect older children from local schools. Children begin to recognise colours and count in everyday situations, for example, as they count how many animals they can see as they look at books, and identify numbers on the number/ letter/picture toy. Older children independently use the bathroom and learn about good hygiene, for example, as they blow their noses and dispose of tissues. The childminder explains to children about what it means to be unwell childminder and what they can do to keep themselves healthy, thereby permitting children's health and well-being. The childminder provides a variety of healthy snacks and meals for the children who sit together to help promote their social skills and provide a sound basis for good future eating habits. Children may help themselves drinks as they wish.

Children have access to a good selection of books at the childminders home; they read books together and have opportunities for mark making using a variety of tools such as pens, pencils and crayons. Children benefit from and to become familiar with a range of technology toys as they use them in their everyday play, for example, electronic till, headphones and mobile phone. There are opportunities to explore their creativity as they have access to small world play and art and crafts materials. Regular visits to a toddler group provide further opportunities for creative activities. The childminder values and respects each child's individuality, culture and family circumstance and provides positive images through a range of resources and activities, for example, a world map is displayed prominently with the children's names identify which parts of the world they or people they know come from. This helps create an inclusive environment that encourages children to

feel a sense of belonging and promotes self-esteem.

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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