

Inspection report for early years provision

Unique reference number	119119
Inspection date	08/03/2011
Inspector	Sheena Bankier
Type of setting	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.

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
W: www.ofsted.gov.uk

© Crown copyright 2011

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 has been registered since 1997. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for five children under eight at any one time. There are currently four children on roll in the early years age group, who attend on a part-time basis.

The childminder lives with her partner and two school aged children in Bracknell, Berkshire. The downstairs is mainly used for childminding with access to the first floor for sleeping facilities. There is an enclosed garden for outdoor play.

Local facilities are within walking driving distance, such as, parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from good quality experiences to support their progress effectively. The childminder confidently and accurately identifies further improvements to support good continuous improvement. Overall, procedures, routines and the childminder's practice consistently promote children's safety, well-being and learning outcomes. Good communication is in place with parents.

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
- 29/03/2011

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

- make systematic observations and assessments of each child's achievements, interests and learning styles and use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child linked to the early learning goals.
- review hygiene procedures to further promote children's good health
- include in the record of risk assessment any assessments of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates an effective understanding of local safeguarding procedures. She has a good knowledge of safeguarding issues and seeks training to underpin her understanding further. The childminder has a risk assessment policy that highlights some of the areas and equipment she checks, and she completes a daily visual check of her premises to promote good safety. However, there is no record of risk assessment for the home, garden and outings to promote safety further and this is a breach of requirements.

The childminder welcomes the views and comments of parents and children to support successful self-evaluation. She accurately identifies areas to develop and takes positive steps towards improvements, such as attending training or local authority early years information meetings. As a result, she drives good continuous improvement. The childminder has a good range of resources, which she maintains very well so that they remain in good, clean and safe condition for children's use. She promotes effective sustainable practice through accessing local facilities, using recycled materials in activities, and walking when possible. The childminder values and promotes the individuality of children. She raises children's awareness of others through meaningful activities and resources that reflect and embrace diversity.

Good communication with parents supports effective continuity and consistency in meeting and supporting children's care and learning needs. The childminder provides parents with good information about her service, such as, her written policies and procedures. Regular updates keep parents well informed about their children's day, their achievements and progress. She uses verbal feedback, weekly photographs and artwork, for example. The childminder recognises the importance of working in partnerships with others to support children effectively.

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

Children are very confident in the care of the childminder. They leave their parent with ease and settle quickly on arrival due to the childminder's warm and welcoming approach. Children demonstrate a good understanding of routines, for example, they know they need to take off their shoes when they come in. They develop very good independent skills with the childminder's support, such as, learning to unzip their coats and undo their shoes to remove them. Children happily and confidently seek out the toys and resources, initiating their own play and ideas. Children have good relationships with the childminder and each other. They play harmoniously with each other, sharing and taking turns, with only occasional support from the childminder. Children use good manners routinely, for example, 'please' and 'thank you', with very little prompting. The childminder praises and encourages children warmly through words, gestures and affection. As a result, children develop good levels of self-esteem and confidence. The childminder knows children well as individuals. She uses her good knowledge

of the children to effectively plan for their learning and development progress. Children take part in a broad range of activities, outings and play experiences that successfully extend and increase their progress. Subsequently, children develop good skills for the future. Currently, there are no systematic observations and assessments of children's achievements to identify individual learning priorities. The childminder interacts with children very effectively, asking good questions to support children's understanding and critical thinking skills. She introduces concepts to the children, such as, counting and using mathematical language while building with blocks. Children respond with great enthusiasm to the suggestions the childminder makes for activities and outings, demonstrating they are active learners who share in making decisions. As a result, children learn successfully through play.

The childminder actively raises children's awareness of how to keep themselves safe, for example, sitting on chairs safely. They benefit from plenty of fresh air and physical activity. Regular walks, visits to parks, woods and indoor play facilities increase children's physical skills as they use a good range of equipment and resources. Children increase their learning outdoors, such as going on a 'bear hunt' in the woods, supporting language and recognition skills outside, as they follow the 'footprints' and relive the story. Children meet others in the local community underpinning their confidence and social skills as they interact with a range of people.

Good routines support children in developing self-care skills. The childminder uses good questions to support children in their recognition of their needs. She provides appropriate support and plenty of praise to underpin children's success in their self-care, such as, blowing their nose or using the potty. However, there are occasional lapses in washing her own hands after helping children risking the spread of infection. Children follow good hygiene routines, such as, cleaning their hands before eating. Snacks, meals and drinks promote children's good understanding of a healthy lifestyle, for example, children enthusiastically tuck into their fruit snack, which offers variety with different types of berries on offer.

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
------------------------------------------------------------------	---

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

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

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
--------------------------------------------------------------------------------------------------	-----