

## Inspection report for early years provision

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<b>Unique reference number</b>	119085
<b>Inspection date</b>	16/03/2011
<b>Inspector</b>	Carol Willett

<b>Type of setting</b>	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 has been registered since 1996. She lives with her two adult children. The family live in a house in Sandhurst, Berkshire. The whole of the ground floor is used for childminding with sleeping and toilet facilities on the first floor. There is a fully enclosed garden available for outside play. The property is close to local shops, parks and schools. The family have a cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years of which three can be in the early years age group. The childminder is currently caring for three children in the early years age group. The childminder regularly attends a variety of children's groups.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder provides a welcoming homely environment for children's care, learning and play. Children settle quickly and are at ease in the childminder's home as she is very caring and attentive to their individual needs. The childminder manages the difference in age range well so all children are included and enjoy themselves as they actively explore a variety of age appropriate toys. The childminder's records meet legal requirements and generally are used well to support her practice. The childminder is very experienced and she meets regularly with other professionals to develop and improve her skills and knowledge. This demonstrates a good capacity for improvement.

## **What steps need to be taken to improve provision further?**

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

- improve current risk assessment procedures to include a record of all outings, include the date of review and any actions taken
- obtain information about children's starting points and share information about children's development with parents to enable them to be well informed and involved in setting targets for their children's learning.

## **The effectiveness of leadership and management of the early years provision**

Children settle quickly in the childminder's home showing they feel secure as they build effective relationships with both her and members of her family. They turn to the childminder readily for support showing they feel safe within her care.

Children's welfare is safeguarded well as the childminder understands her role and responsibilities with regard to child protection. She has a written safeguarding policy which she shares with parents. All adults in her home have undergone the required vetting checks. The childminder has a generally good awareness of safety; she closely supervises the children at all times and completes risk assessments for her home and the outings that she takes children on. However, she does not keep a record for all outings that the children go on to evidence this. Children play safely as hazards within the home have been identified and minimised. For example, safety gates are used to prevent access to the stairs and the front door is kept locked when children are present.

The childminder is experienced and has good childcare skills. She organises her home, resources and time well and she carefully supervises children as they play. Children have fun selecting what they play with from age appropriate toys set out at their level and the childminder continually adds other toys from the cupboard to enhance and maintain children's interests as they play. The childminder regularly rotates toys to ensure children's interest and plans a variety of activities for children which promote learning in all skill areas. The childminder is kind and caring and treats all children with equal concern managing the differences in ages well. She obviously enjoys being with the children, playing with them at their level and takes a genuine interest in what they say and do. The childminder develops good working relationships with parents to ensure consistent practice in meeting children's individual needs and learning important words in their home language. Parents receive daily written and verbal information about their child though she has not shared her evidence of children's learning journeys with them. The childminder is aware that she needs to share information with other settings that children may attend. Her documentation is generally well maintained and all her written policies are shared with parents. Parents are positive in their praise of the childminder.

The childminder has been minding for many years and, although she has not completed a formal self-evaluation of her practice, she has considered and identified areas for development to further improve outcomes for children in her care. She seeks support from other childminders and she invites the early years development worker to assess her practices. She has completed all recommendations from her last inspection to improve outcomes for children.

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

Children are happy and secure in the childminder's care as she is attentive and caring. They show good self-esteem as they confidently explore in the safe and well-organised environment. Children happily share toys playing alongside each other with role play resources filling purses with money to go to the shops. The childminder uses her skills well getting other toys, such as a till and shopping baskets, to extend children's play and maintain their interests and learning. The children develop fine motor control as they use rolling pins and cutters and ably

manipulate play dough making snakes and snails through patting and rolling. Photographs show the children enjoying a good variety of activities both inside the home and on outings in order to develop skill in all areas of learning and to secure future learning. Children are confident and inquisitive as they freely choose toys to play with. Their communication skills develop well through the childminder's effective talking and listening skills. They sit and cuddle up on the sofa looking at books, listen to stories and sing songs. The childminder learns a few words in children's home languages and provides good opportunities to extend vocabulary as they learn to talk. Children have a good balance of free play and planned activities to help them develop skills for the future as the childminder effectively organises her time and resources. They are taken out regularly to help develop their knowledge of their local community and meet up with other children and adults. Children make good progress in their development as the childminder completes learning journey records to track their achievements. These include photographs linked to the different learning areas. She uses her observations to support her assessments though she is not fully confident in relating them to the early learning goals. She has identified this as her next learning area. Children receive consistency in their care as the childminder shares information verbally about the children's day so parents are kept well informed. Children's records are written in an interesting parent-friendly manner and provide a good insight into their development. However, records are not shared regularly with parents in order for them to add comments and do not include details of the children's next steps in learning.

Children's good health is promoted very well and they play in a well-maintained clean home. They follow good hygiene procedures as part of their daily routines. The childminder has effective nappy changing routines and young children develop an awareness of good personal hygiene as they wash their hands with her. The childminder ensures children have plenty to eat as they sit at the table and enjoy lunches and drinks supplied by their parents. The childminder has a secure knowledge of children's dietary needs from discussions at initial visits. Children go out daily for walks and to local parks to develop their physical skills and get fresh air. Children show they feel safe. Familiar routines enable them to be secure and confident and they are supported well by the childminder. The childminder has good behaviour management skills she is kind and caring and acts as a good role model. She provides a positive learning environment and quickly deals with any little disagreements so children learn to manage their own behaviour as they play. The childminder gently reminds children to be careful as they play and explains why they must not run in doors as they may hurt someone. Children develop an understanding of how to keep themselves safe during daily routines and as they take part in regular fire drills and learn about road safety when out. Children gain a positive awareness of differences and the world around them through the varied range of resources and activities provided by the childminder.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met