

## Inspection report for early years provision

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<b>Unique reference number</b>	119226
<b>Inspection date</b>	23/03/2011
<b>Inspector</b>	Debbie Newbury

<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.

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## **Description of the childminding**

The childminder was registered in 2000. She lives with her husband, who is registered as her assistant, and two children aged eight and 10 in Sandhurst in Berkshire, close to schools, parks and other community amenities. The whole of the ground floor of the home is used for childminding, with toilet facilities provided in this area. Children sleep upstairs as necessary. There is an enclosed garden for outside play. The family has a cat and some chickens.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding five children in this age group and also offers care to one older child. Days and times of children's attendance vary.

The childminder takes and collects children to and from school and pre-school groups and she makes use of community facilities such as parks, libraries and childminding drop-in groups. She is a member of the local childminding network.

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

Overall the quality of the provision is good.

Children are happy and at ease in a warm and welcoming environment. The childminder recognises the uniqueness of the children in her care and overall, provides for their care and early education well. Arrangements for working in partnership with parents and other providers who deliver the Early Years Foundation Stage are mostly effective. The childminder demonstrates a clear capacity for continuous improvement through ongoing training and assessment of her practice.

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

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

- develop further use of self-evaluation, with particular reference to extending arrangements for partnership with other providers and encouraging parents to contribute to their children's learning journals
- extend the record of risk assessment to include any assessments of risks for outings and trips.

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

Children are well protected because the childminder has a good understanding of procedures for safeguarding and has updated her knowledge by attending courses in Advanced Safeguarding and the Common Assessment Framework. She informs parents of her responsibility and keeps relevant referral information readily to hand to guide her should she have any concerns about a child's wellbeing.

Comprehensive policies and procedures underpin the efficient organisation of her childminding provision; these are shared with parents. All required documentation is in place. However, the childminder has not extended her record of risk assessment to include the outings and trips children go on. This omission does not, however, impact on their safety at such times, as informal risk assessments are undertaken and the childminder implements sensible safety precautions.

The childminder has a very positive attitude to continuous improvement. This is demonstrated by her achievement in obtaining a National Vocational Qualification Level 3 in Children's care, learning and development and her attendance of a number of different courses. She has also become a member of the local authority childminding network. She reflects on knowledge gained through training and from monitoring visits from her network co-ordinator to help her identify strengths and areas for further improvement. This has been mostly successful. Effective organisation of resources and those areas of the home used for childminding purposes means that children have ample space to sit and play in comfort and safety and can independently choose from a variety of good quality play materials that are suitable for their ages and stages of development.

Children are welcomed and valued as individuals. The childminder takes positive steps to include everyone and ensure they all have the same opportunity to take part in a range of activities. She adapts these as necessary to meet individual needs. Children explore resources that depict diversity, including an interesting selection of small world toys that reflect positive images of disability. This was an area identified for improvement at the last inspection. Children learn about different festivals and familiar traditions. Such measures help them gain awareness of similarities and differences and an appreciation of the wider world in which we live.

A daily informal exchange of information with parents is supplemented by a nicely written diary which paints a picture about each child's day and enables parents to feel included in this. They have opportunities to view their child's learning journal and so, are informed about their achievements and progress whilst in the childminder's care. However, parents do not contribute formally to these to promote a more cohesive approach to supporting learning. Written testimonials are extremely positive and reflect parents' happiness of the service that is provided. The childminder understands the importance of working in partnership with practitioners from any other settings children may attend. In most instances, systems for ensuring this are evolving well although are a little less developed in others.

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

Children receive support in gaining understanding of acceptable ways to behave, and thus learn how to treat one another with kindness and their surroundings with respect. They receive lots of praise and encouragement, which fosters their developing self-esteem and confidence. Children, who have been in the childminder's care for a long time, display a strong sense of belonging and security in their relationship with her. Newer children receive lots of reassurance and thus, are gaining in confidence.

Children are supported in making good progress towards the early learning goals and in developing required skills for their future learning as a result of good quality interaction with the childminder and participation in a broad range of activities and experiences inside and outside the home. The childminder sits and joins in with their play; she talks to children constantly and acknowledges their efforts to communicate, for instance as they engage in imaginative role-play. This supports their developing language skills and helps them build on their knowledge. Children benefit from different outings within the local community and opportunities to mix with other children, thus enabling them to develop their social skills. Young children remain engrossed as they happily explore the contents of a treasure basket which is filled with a variety of natural materials, items made of wood and metal and pieces of material and ribbon. Children's achievements and progress is tracked through observational assessment and planning for the next steps in their learning.

Children learn about healthy life styles with the support and encouragement of the childminder. They enjoy outdoor play every day, for example visiting a variety of different parks and they walk to and from school most days. The display of different posters about staying healthy and ways of achieving this affords good opportunities for discussion and reinforcement. Parents provide most food for their children and the childminder ensures this is stored appropriately so that it poses no health risk to children. Children follow good personal hygiene routines, with even young children encouraged to clean their hands before and after eating. However, everyone shares a towel, which may not fully preclude the potential for the spread of infection.

Children learn how to keep themselves safe with the support of the childminder and through the setting of clear and consistent boundaries, such as learning about road safety when they are out and about. Children regularly practise evacuating the premises to develop their understanding of what they need to do should this be necessary. The childminder supervises young children carefully and gently intervenes to guide them from potentially unsafe practices.

## 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

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

<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