

## Inspection report for early years provision

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<b>Unique reference number</b>	EY363133
<b>Inspection date</b>	27/04/2011
<b>Inspector</b>	Susan May
<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 registered in 2007. She lives with her husband and two children aged seven months and four years in Bracknell, Berkshire. The childminder uses the whole of the ground floor for childminding purposes; bathroom and sleeping facilities are available on the first floor. There is a fully enclosed garden available for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight years at any one time; of these, one may be in the early years age range. The childminder is currently minding two 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, and is qualified to National Vocational Qualification 3 in Childcare.

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

Overall the quality of the provision is good.

The childminder promotes children's welfare effectively as she organizes the childminding day following clear policies and procedures to keep children safe at all times. Children clearly enjoy the time with the childminder and achieve well, as effective assessment procedures provide a clear picture of their development. Each child is valued as an individual and the childminder continues to build links with parents and carers to meet their needs. Children have good access to an excellent range of resources appropriate to their age and stage of development in the child centred environment the childminder provides. The childminder demonstrates the capacity to continue to improve the service she offers, as she seeks to extend the system for reviewing her practice.

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

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

- expand the system for reviewing and evaluating the service provided to children and parents and seek ways of using their feedback to implement changes
- develop further the system for regularly identifying and sharing children's next steps in learning with parents

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

The childminder gives a high priority to keeping children safe and has clear procedures in place should she have any concerns about a child in her care. Children are supervised at all times to ensure they remain secure, and ongoing visual safety checks and risk assessments that effectively identify and minimize any possible hazards help support children's welfare. Children's well-being is maintained as all documentation relating to the children is in place; this includes appropriate parental consent and clear procedures to record accidents and medication. All children's details are stored securely. The childminder's home is attractively set out for children with an excellent range of easily accessible toys and resources that cannot fail to help them make good progress in their learning.

The childminder supports inclusive practice as each child's needs, family circumstance and background is valued and acknowledged. This is reinforced through the good relationship the childminder builds with parents. Ongoing daily verbal discussions and a diary help the childminder and parents share everyday information, with further information displayed in the entrance hall, for example, a weekly plan of events. Parents give positive feedback about the childminders care, stating that the childminder is fantastic and provides an environment that children enjoy being in, and are always happy to attend. The childminder is an experienced and qualified childcarer with a very good understanding of the early learning goals, and makes observations and assessments of the children that are incorporated into development records clearly linked to the Early Years Foundation Stage. However, while these are used effectively to support children's next steps and future planning, parents do not have regular access to the progress records to share information and have input into the children's next steps. Although it is not currently relevant for the children currently minded, the childminder, through discussion, demonstrates a clear understanding of sharing information with others involved in the children's care to provide continuity and a unified approach to their learning. The childminder clearly enjoys her role as a child care practitioner and demonstrates a commitment to improving her practice through seeking information about further training from the local authority. The childminder self assesses the provision and her practices, and while she has identified some areas for improvement and taken steps to address them, she is eager to develop the systems of evaluation to include parental input, to prioritize areas where further improvements would be of benefit to the children.

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

Children clearly feel confident and at ease as they move around playing happily in the childminders home; they show curiosity as they explore the art materials and demonstrate their creativity as they make flags and paint pictures of their own choosing. Resources and activities are extremely well thought-out and the childminder offers a very good balance of adult and child initiated opportunities to

help progress their learning. For example, children begin to find out about healthy eating as they pot up strawberry plants, grow cress and go strawberry picking to help them begin to understand about food and where it comes from. Children clearly gain a sense of satisfaction and pleasure as they have opportunities to complete range of activities; this is evident through the photographs, observations, drawings and artwork displayed in their own folders that demonstrates their progress over time. Children's self-esteem is fostered as each child is valued as an individual and their achievements, however small, are acknowledged. The childminder asks open-ended questions that challenge children's thought processes and encourage language skills. She is often invited into children's play and successfully supports their learning as she talks to them about size, shape and colour linked to their chosen activity; for example, children line up toy cars and other vehicles on the play mat, helped by the childminder in identifying them by their colour and putting them in the appropriate line. She observes children as they play and is on hand to offer support but does not intervene unnecessarily; this allows children to initiate their own learning as they explore for themselves, reinforce existing skills and complete new challenges. Children have a close and caring relationship with the childminder, developing secure relationships with both the childminder and each other. Children are developing early writing skills, as they have access to mark making materials and are beginning to recognize that words have meaning, as an observation from the childminder notes how they sit and 'read' a book. The childminder creates an inclusive environment that encourages children to feel a sense of belonging, and children are beginning to develop an awareness of diversity and understanding of the needs of others through resources that promote positive images of culture, gender, disability and ethnic diversity; for example, small world figures of people in wheelchairs and from other cultures.

Children begin to develop healthy lifestyles as they follow the good practices the childminder promotes; for example, children have ample opportunities to play outdoors with a wide range of equipment to promote their physical skills. Visits to local parks and a range of outings enable children to experience new environments and equipment and find out about the local community and the wider world. A range of everyday technology and smaller tools and resources, such as paint brushes and pens, promote children's coordination very well, as does a simple game using magnets to catch fish. Consistent daily routines, such as individual towels for hand washing, are used to good effect to ensure that children develop habits conducive to their health. Children's nutritional needs are catered for throughout the day, with drinks and snacks and meals provided at regular intervals. Young children are regularly reminded to have their drinks, with the child minder explaining that they need to drink plenty when it is warm. This helps children begin to understand about keeping themselves healthy. Children develop independence as they self select their activities, socialise as they sit together at meals and activities and play together in the childminder's home.

The childminder has a positive approach to behaviour and adopts a calm and patient manner to which the children respond well; they are very well behaved, show consideration both to the childminder and to each other as they help each other. For example, older children involve the youngest ones in their play and share the paints during a messy activity. Children follow simple house rules to reinforce positive behaviour and receive lots of praise from the childminder. The

childminder has a very good knowledge of the early learning goals. She plans in advance and provides parents with information on events and activities while being flexible to accommodate children's interests and events that are important to them. This helps ensure that future planning meets individual needs and children continue to enjoy and achieve well.

## 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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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