

## Inspection report for early years provision

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<b>Unique reference number</b>	EY225265
<b>Inspection date</b>	26/05/2011
<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 2002. She lives with her husband and adult daughter in Bracknell, Berkshire. The whole of the ground floor is used for childminding with a bedroom on the first floor identified for children requiring sleep. There is a fully enclosed garden for outdoor play.

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 four children under eight years at any one time. The childminder is currently minding four 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 family have a dog.

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

Overall the quality of the provision is good.

Children develop a warm and caring relationship with the childminder and clearly feel secure and settled in her home. All aspects of children's welfare and education are promoted in an inclusive manner. Children's learning is supported well through a good range of age-appropriate equipment available to them that provides stimulating challenges as they play and have fun. The childminder supports children's welfare and while some documentation requires reviewing, procedures to protect and maintain children's safety and care are thorough and effective. The childminder builds constructive relationships with parents and others involved in the children's care, knows each child's individual needs well and maintains some evidence of the children's progress. The childminder thinks about the service she offers and identifies where she needs to make improvements demonstrating commitment to moving her practice forward.

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

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

- further develop the systems to record and date children's development and abilities so that progress is seen over time
- review policies and procedures to ensure they fully reflect all aspects of the welfare requirements

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

The childminder organises the childminding day effectively to ensure children are provided with a variety of play opportunities that include both adult led and child initiated activities. Routines allow children to have active and quiet times both indoors and outdoors according to their needs. Children move around confidently in the safe and secure environment for childminder provides with easy access to age appropriate toys and resources that are well-maintained and provide children with opportunities to reinforce and gain new skills. Children are safeguarded as the childminder demonstrates a clear understanding of her role in protecting children. She has full contact details and procedures to follow if she has any concerns about a child in her care. All documentation relating to children's well-being is in place; this includes all the appropriate parental consents. Confidentiality is always observed. Policies and procedures are clearly known and shared with parents to effectively protect children's well-being; however, not all policies have been reviewed to ensure they fully reflect the welfare requirements. There are comprehensive risk assessments in place for the premises and for outings that clearly identify hazards and the steps taken to minimize risks to children. Ongoing visual safety checks are completed throughout the day.

The childminder operates a fully inclusive policy, values children's individuality and recognises their different needs. The childminder has built a good relationship with parents, sharing information about the children as she talks and texts parents on a daily basis. Parents give positive feedback about the childminder's care stating that the children are happy, safe and enjoy their time with the childminder. The childminder is a very experienced childminder who knows the children extremely well. She has a secure knowledge and understanding of children's development that enables her to identify children's next steps and outline activities that will help move their learning forward. However, while there is some photographic evidence of children's progress, these do not include observations and are not dated to record children's development and abilities to enable progress to be seen over time. The childminder communicates with parents and others involved in the children's care and learning, for example, pre-school staff. This helps provide continuity in children's learning. The childminder demonstrates commitment as she thinks about how she can improve the service she offers; for example, through local authority training and by evaluating the service she offers to enable her to clearly see areas where improvements can be made to enhance the care of the children.

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

Children benefit from a child friendly environment that is attractively set out with interesting toys and resources. Examples of children's work are displayed around the home and in the designated playroom demonstrating the creative activities

children have access to and helping to foster a sense of belonging. All resources accessible to the children are appropriate for the ages, extend their learning and promote independence as they select what they wish to play with. The childminder supports children as she spends time with them, She encourages them to respond to her questions and they eagerly join in with conversations both with her and each other. She uses good eye contact and speaks clearly, repeating words to help develop younger children's vocabulary. The childminder has a good knowledge of the stage of development the children are at, she knows the children well, knows what they enjoy and what their interests are and plans accordingly. She asks parents and carers to share information about what children have done at home and in pre-schools to help her assess their next steps, a result of which children's development is shared.

Children learn about the local community as they regularly walk to nearby parks, to groups and schools in the area. This provides children with an understanding of a healthy lifestyle as they have daily fresh air and exercise. An awareness of society is promoted through the range of resources that promote other cultures and positive images, events and festivals important to the children are celebrated. Children build with age-appropriate building blocks and complete puzzles to develop problem-solving skills, mark make as they use pencils, crayons and brushes and access play dough to improve dexterity. Play in the garden offers a further range of suitable resources to develop children's physical skills and precautions such as putting safety mats at the bottom of the shallow steps outdoors ensure even the youngest children are able to move around the garden, undertaking new challenges safely. Children find out about the wider world as they talk about the animals they are playing with, identify farm and wild animals, make animal noises and recall the song about a crocodile. The childminder follows good hygiene routines, teaching children about caring for themselves as wash and dry their hands using individual and towels. Parents provide all children's meals and drinks are available at all times, snack and meal times of social occasions and children sit together, providing a good basis for future eating habits.

Children begin to develop skills for the future as they access a wide range of 'response' toys and enjoy pressing buttons and listening to the light and sounds they make. The childminder praises children successes to build their confidence and curiosity. Children behave well and the childminder quickly resolves a situation when a young child wants another child's toy by using effective distraction techniques. Older children follow simple 'rules' that help establish an understanding of the childminders expectations and their understanding of keeping themselves safe. For example, they know they must remain close to the childminder, use pedestrian crossings to be safe on the roads as they go out on walks and to and from school.

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