

Inspection report for early years provision

Unique reference number	EY225223
Inspection date	25/05/2011
Inspector	Susan May

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 registered in 2002 and lives with her husband and two daughters aged eight and 11 years in Bracknell, Berkshire. All of the premises is used for childminding. There is a fully enclosed garden for outdoor play. The family keep a cat, geckos and fish as pets.

The childminder is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register and may care for a maximum of six 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 overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play and learn in a child friendly environment where the childminder helps children make good progress as she recognizes the uniqueness of every child. Secure and trusting relationships are established as children feel a strong sense of belonging within the setting and move around confidently and safely. The childminder has a good understanding of the early learning goals and is developing systems to record children's ongoing progress and next steps. She is fully aware of each child's stage of development and works with parents and carers to move their learning forward. The childminder reflects well on her practice, and demonstrates a commitment to meeting the varying needs of both the children and their families.

What steps need to be taken to improve provision further?

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

- Develop systems to regularly observe and assess children's progress in order to record their progress over time.

The effectiveness of leadership and management of the early years provision

The childminder organises the childminding day following routines that help children feel secure and confident. Well-maintained toys and resources that are age-appropriate are easily accessible for children to choose what they wish to play with. Inclusive practice is supported as the childminder acknowledges individual's needs, circumstance and background and all children and their families are treated with consideration and respect. Children's welfare is safeguarded as the

childminder has a clear understanding of protecting children from harm and the procedures to be followed if she has concerns about a child in her care. Children's documentation records information on dietary requirements and health issues and all parental consents are in place. Confidentiality is always observed. The childminder recognises that children's safety is a priority and risk assessments are in place to keep children safe in her home and on outings. The childminding service is supported by effective policies and procedures that are shared with parents.

A strong relationship is built with parents, children's starting points are discussed at pre-visits and all information about the children is shared verbally and through a communication book in which parents are asked to make comments. Parents are requested to complete questionnaires on the quality of care and learning opportunities that children receive. The resulting comments are positive with parents stating they feel well informed, that children are settled and happy and the open communication links means they can work together to improve children's progress. The childminder has a secure knowledge and understanding of the Early Years Foundation Stage. She is adept at identifying children's stage of development, working closely with parents and others involved in the children's care to plan their next steps. However, there are no systems in place to record children's development and abilities to enable progress to be seen over time. The childminder is fully aware that children learn through play, she is an experienced childminder who is confident in her abilities to help move children's learning forward and while she rarely attends courses provided by the local authority she seeks to update and improve her knowledge from other early years sources in order to benefit the children for whom she cares. The childminder demonstrates commitment to improving her provision as she reflects and evaluates her practice, identifying some areas for development to improve children's outcomes.

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

Children are clearly relaxed in the childminder's company and enjoy playing with the attractively presented toys and resources that they self-select from a range set out for them. These are rotated regularly to provide children with a variety of experiences that include both adult led and child initiated activities that help progress that learning. Children move around freely and safely initiating their own learning however, the childminder is always available and close by to support them should they require it. Children have stimulating and challenging activities available to them for example, they complete arts and craft and messy activities and children regularly enjoy cooking sessions. A range of play equipment in the childminder's garden allows them to ride on wheeled toys, climb and slide, while visits within the local community provide them with opportunities to develop further physical skills for example, as they visit one of the many parks in the area and play on the equipment appropriate for their age. Puzzles, construction and placing items in and out of storage boxes helps children develop control and coordination as they begin the process of problem solving. Children begin to recognize colours in their play as they collect all of the yellow construction bricks

and then; with a little prompting from the childminder, look for the red bricks. Children begin to learn how to keep themselves safe as the childminder reminds them age appropriately of how to keep safe for example, as they practise fire drills.

The childminder follows good hygiene practices to protect children's health and well-being, and to help them begin to understand their bodies and its functions. For example, she helps a child begin to learn how to blow his nose, talks about having a cold and reminds the child to take frequent drinks. Children's meals are provided by parents and the childminder ensures these are stored appropriately to remain fresh. Drinks are always available. To help children's developing language skills the childminder used age appropriate techniques for example, praising the children when they make new sounds, encouraging young children to respond and make sounds into words to recognise that words are a means of communication. Simple open ended questions are used to extend children's thinking. Opportunities to mark make are available as children have access to pencils, crayons, paints and paper. Children have access to books to enjoy and on occasion visit the library for story times.

The childminder has clear expectations of behaviour helping to provide a secure base from which children develop good social skills and begin to learn to care for each other and the world around them. The childminder praises children frequently for example, when a child puts toys back in the storage box in the childminder says well done, the child claps hands with delight. This helps build children's self-esteem and confidence. Children listen to the childminder and she in turn values their thoughts and opinions and has regard for their comments for example, asking older children for their input into what activities they would like to do. The childminder values and respects each child's individuality, working well with parents to form a clear understanding of each child's circumstances, family context and home life. All children are encouraged to participate in activities and positive images are provided through resources such as small world play, and activities that reflect the diversity of the world around us. Children begin to problem solve as they access construction toys, have cooking sessions with the childminder weighing and measuring out ingredients and play colour and counting games. Children have access to arts and craft materials with which to explore their creativity, they have access to role-play resources and use their imaginations to explore real and pretend situations.

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