

## Inspection report for early years provision

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<b>Unique reference number</b>	EY419001
<b>Inspection date</b>	01/07/2011
<b>Inspector</b>	Anne Faithfull
<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 2011. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one young child in Bracknell, Berkshire. The childminder makes use of local facilities, such as parks and toddler groups. The childminder can take children to and collect them from local schools.

The childminder uses the whole of the house for childminding. A fully enclosed rear garden is available for outside play. Her registration permits her to care for five children under eight years at any one time and, of these, two may be in the early years age range. She is currently minding one child on a part time basis, who is within the early years age range.

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

Overall the quality of the provision is good.

Children are happy, safe and secure as the childminder recognises the uniqueness of each child and provides an inclusive, welcoming and child orientated environment. Children access a range of suitable resources; however, there are limited resources to reflect people's diversity. Children make good progress in their early learning and development as the childminder provides a range of stimulating activities and experiences. The childminder is committed to continuous development. She has made a good start at self-evaluating her practice to ensure she can identify key strengths and areas for improvement.

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

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

- extend children's understanding of the diversity of the wider world with regard to resources to reflect people's differences and disabilities.

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

Children are safeguarded well in the childminder's care. She is vigilant and has a good understanding of her role in safeguarding children and the procedures to follow if she has concerns about a child in her care. The childminder is vigilant about safety issues and ensures all potential hazards to children are effectively minimised. A comprehensive range of risk assessments are in place for the home, garden and outings taken with the children. A daily safety check is also completed to ensure the ongoing safety of the areas used by the children.

Children are able to move freely around the areas used for childminding as the childminder ensures there is free floor space to enable them to use ride-on toys inside. Toys and resources are stored at child height and in clear boxes so children can make independent choices about the resources and toys they wish to use. The childminder has a good understanding of her role to promote equality and diversity. She provides a range of activities to enable children to learn about people's diversity, however, resources in relation to people's disabilities are limited.

The childminder has developed good relationships with the parents. They receive a copy of her policies and procedures before their child starts, to inform them of the service she provides. Verbal information is shared each day, so parents are aware of how their child has spent their time at the childminder's. Parents comment on how much their child enjoys coming and the activities and care provided. The childminder is aware to liaise with other settings the children attend to share information regarding their development, although currently no children attend any other settings.

The childminder has made a good start at evaluating her practice and involves the children in her daily reflection on how the day has gone. She is able to identify her strengths and areas that require further development. The childminder has already attended some training since her registration, to increase her knowledge in order to continually improve the outcomes for children.

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

Children are happy and safe in the childminder's home. The childminder's calm and caring manner helps children to feel settled, confident, included and secure. Children have the opportunity to choose whether to play inside or outside as the childminder provides a free-flow environment for all the children in her care. Children are making good progress in their development as the childminder knows each child well. The childminder regularly observes the children and uses the observations well to identify and record the areas of learning covered and to inform the children's next step in their learning. Each child has a photograph scrap book which contains lots of photographs of them participating in a range of activities and experiences. Children thoroughly enjoy looking at them and recall activities and events they have participated in. Children are able to take the scrap book with them when they leave as a reminder of their time spent with the childminder.

Children are beginning to be aware of the environment as they help the childminder to recycle items from her home and use other re-cycled items for their junk modelling and craft activities. Regular visits to local childminding and toddler groups enable all children to socialise with others and become aware of the local community. Children are beginning to be aware of number, shape, colour and size; for example, the childminder encourages them to name the different colours of paints and the shapes they are using to decorate the paper butterflies they have made. Children's early communication skills are developing well as the childminder

continually talks to them and explains what is happening, for example, talking about the postman who had just come to the door. She readily asks questions about their play and children spontaneously tell her the shapes they have put together on look-like traffic lights.

The childminder is very calm and patient. She continually offers praise and encouragement to help children develop their confidence and self-esteem. Children have developed good relationships with the childminders family and include each other in their play, sharing toys when required. Children are well behaved and are aware of the house rules in place. They readily respond to any request from the childminder, for instance, to help tidy away the toys before snack time. Children readily tell visitors to the home about their favourite activities which include drawing and playing with the dolls. They are beginning to learn about keeping themselves safe as the childminder reminds them of safety issues when they are playing and they regularly practise the emergency evacuation procedure with the childminder.

Children's good health is promoted well because the childminder works with parents and children to address any specific diet needs and requirements. Children are learning about personal hygiene and are aware of the hygiene routines in place, such as going to the kitchen to wash their hands before snacks. Children are beginning to be aware of healthy eating, as the childminder provides fruit for their snacks, and they independently choose which fruit they would like. Children have daily opportunities to access fresh air and exercise on walks to the local parks and during outdoor play in the garden. Visits to local soft play centres enable children to develop their physical skills as they climb and balance on a range of equipment.

## 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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