

Inspection report for early years provision

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Inspection date	24/06/2011
Inspector	Susan May
Type of setting	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.

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 2001. She lives with her husband and three school aged children on the outskirts of Bracknell, Berkshire. Minded children have access to the whole of the ground floor with sleeping facilities provided in identified bedrooms. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary part 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 three children in the early years age group.

The childminder is available to take children to collect from local schools

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The child friendly environment supports children in their learning and promotes their health, welfare and development positively. Each child is valued as an individual, with clear policies and procedures in place to promote inclusion. Children make good progress towards the early learning goals and clearly enjoy their time with the childminder. The childminder establishes excellent links with parents, informing them verbally and through records of their children's progress. The childminder knows the children well and children's next steps are recognised, although these are not always clearly linked to planned activities. Good links are formed with others involved in the care and welfare of the children. Risks to children are significantly minimized as the childminder employs effective procedures to identify and address hazards. The childminder reflects on her practice and identifies areas for development, demonstrating a commitment to enhancing the children's care and learning as she looks for ways to improve her practices.

What steps need to be taken to improve provision further?

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

- develop further the systems to identify children's next steps along side activities that promote their learning

The effectiveness of leadership and management of the early years provision

The childminder is enthusiastic about her role as the childminder and uses her experience and knowledge of the children she cares for to ensure they thoroughly

enjoy their time with her. Children's individual needs are recognized and respected in the fully inclusive environment the childminder offers. Good organisational skills and a range of relevant policies and procedures relating to all aspects of children's welfare are in place. Children are protected because the childminder is vigilant and has an excellent understanding of her role in safeguarding children. A record of children's attendance is accurately maintained and the childminder ensures children are not left unsupervised at any time with persons who do not have the appropriate checks. The childminder ensures her home is safe and free from hazards as she completes daily checks and follows an excellent and comprehensive range of written risk assessments. These are reviewed and updated regularly. She ensures that children begin to learn to keep themselves safe as she helps them begin to recognize potential hazards, offering simple explanations to help them understand the possible consequences of their actions. The childminder realises children learn through play and encourages children to initiate their own learning as they choose what they want to play with. Children have easy access throughout the home and garden to a broad range of toys and resources that are rotated regularly to provide a good variety of age appropriate experiences.

The childminder has an excellent relationship with parents. Parents receive full and complete information about the childminder and her practices. This ensures expectations of the children's care and learning is clear from the onset. Parents receive regular information about their children's progress, through daily verbal chats, a daily diary and regular access to their child's individual learning record. The childminder is pro-active in requesting feedback from parents about the service she provides as parents have the opportunity to make comments in the children's diary books and complete questionnaires. Parent's comment on the excellent communication links they have with the childminder, the warmth and understanding she has of both parents and children's needs and that she is an exceptional childminder. As appropriate the childminder develops links with others involved in the children's care to meet children's needs as information regarding the children's progress is shared. The childminder is motivated and committed to improving her knowledge and practice; she attends regular training courses with the local authority and evaluates her practice, highlighting areas for improvement to provide the best opportunities for children in her care.

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

Children make good progress in the stimulating, learning and caring environment the childminder provides. They have ample space to move around and play comfortably in a safe, clean environment selecting from a range of well-maintained resources and enjoying a variety of activities. They are very happy, and clearly feel extremely safe and secure with the childminder. For example; a child confidently approaches her for a cuddle and a quiet story on the sofa when feeling tired. Children are becoming competent independent learners, who develop self-esteem as they benefit from the individual time and attention they receive from the childminder. Effective questioning and a good knowledge of individual developmental stages contribute to the children's continued learning and

achievements. The childminder ensures all children participate in events and activities, supporting them and managing their differing needs well. This provides children with opportunities to reinforce existing skills and have challenges to help move their learning forward appropriate for their age and stage of development. Activities are fun and based on children's interests, planning is flexible and offers a balance of adults and child led activities and experiences. The childminder is on hand to support children at all times while allowing them time and space to follow their own play. Parents are included in the child's learning as the childminder encourages them to share information and events from home. Children have their own learning folder in which the childminder records observations she makes of their progress, these are used for future planning, however, they do not identify the aims of children's next steps alongside the activities that support their learning.

Children's independence is promoted as the childminder encourages them to make choices, for example, young children are asked what they would like for snack, while older children have independent access to the bathroom and hand washing facilities. The childminder is proactive in helping children adopt a healthy lifestyle as they have ample opportunities for exercise both indoors and out, follow very good hygiene routines, complete cooking activities and talk about foods that are good for them and will help keep them well. For example, they begin to find out about their bodies and how it functions as the childminder explains to them that when they have been running they are likely to get thirsty and need a drink. Snack time is a social occasion as the childminder sits and chats to the children so they feel included and valued, helping provide a sound base for future eating habits. All dietary requirements are discussed with parents and recorded and parents may provide the own food if they wish.

The childminder is patient and calm and uses praise frequently to help children develop their confidence and self-esteem, encouraging them to behave well as they are eager to please. Children begin to show care and concern for each other as they excitedly recognize each other in photographs and show respect for resources as they carefully turn the pages of the books they are looking at. Children develop physical skills as they have access to a range of equipment in the garden, regularly visit the park where they can run and explore and play games indoors, such as negotiating a path around the childminder's home to try and avoid being 'caught' while eagerly anticipating a tickle and a cuddle from the childminder when they are. Walks in the local area help children find out about the natural world and the local community and visits to local groups provide opportunities for children to socialise and develop relationships. Children begin to be aware of the wider world as festivals and events that are important children are celebrated, helping raise awareness of other cultures in the diverse society in which we live. Children have access to musical instruments to explore sound, have regular opportunities to sing and often spontaneously make melodious sounds as they play. Children invite the childminder into their play and she responds appropriately demonstrating her skill at extending young children's language and communication skills as she uses facial expressions to illustrate and reinforce words. Children have access to everyday technology through age-appropriate electronic toys and use construction toys and puzzles to problem solve. They identify colours and shapes in everyday for example; as they recognise the colours of cars they are playing with and recall the colour of their parent's cars. A variety of children's posters

displayed around the home promote number and word recognition and children have access to mark making materials as they use pencils and crayons. The childminder has a good knowledge of the early learning goals and this alongside the welcoming environment she offers enables children to thrive in her setting.

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	1
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	1

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

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	1
The extent to which children adopt healthy lifestyles	1
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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