

Inspection report for early years provision

Unique reference number 119004
Inspection date 27/06/2011
Inspector Sheena Bankier

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 has been registered since 1990. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for six children under eight years of which three may be in the early years age group at any one time. The childminder currently has a variation agreed to provide care for up to four children in the early years age group on specific days. There are currently four children on roll in the early years age group.

The childminder lives with her husband and four older children in the Priestwood area of Bracknell, Berkshire. The downstairs is mainly used for childminding with access to the first floor for sleeping and toilet facilities. There is an enclosed garden for outdoor play. The home is accessible at street level.

Local facilities are within walking or a short driving distance, such as, parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools. The childminder is a member of the local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are exceptionally happy and settled in the childminder's care. They benefit from a broad range of activities and play experiences and the childminder plans effectively for their individual progress. Resources and their organisation are good, overall. The childminder has an excellent understanding of safeguarding issues, and promotes children's wellbeing, good health and safety highly effectively. She forms extremely good partnerships with parents.

What steps need to be taken to improve provision further?

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

- consider organising resources and materials to enable children to extend independent choices indoors
- consider creating an attractive book area where children can enjoy books.

The effectiveness of leadership and management of the early years provision

Training underpins the childminder's excellent understanding of safeguarding issues. She makes parents fully aware of her responsibilities to children's welfare through a written policy and procedure. The childminder has an extensive range of

local and national information to promote the highly effective safeguarding of children. Excellent procedures and practices underpin children's safety, for example, there are meticulous risk assessments for the home and outings. Regular practises of the evacuation procedure significantly extend children's understanding of safety.

The childminder drives improvements effectively through ongoing continuous evaluation. She attends regular training and meetings to develop and increase her practice. The childminder actively seeks parents' views and comments through questionnaires. She listens carefully to children's ideas and interests and takes effective account of these. As a result, she drives good continuous improvement.

Resources are clean and maintained well. Outdoors children have equal access to a good range of resources. The childminder offers choices and responds to children's requests positively. Indoor resources are not always directly accessible to children to enable them to make more independent choices, for example, books are stored above child height. The childminder promotes excellent inclusive practice through her resources and practices, for example, children enjoy meaningful traditional stories from different cultures.

Excellent communication with parents results in highly consistent care and learning outcomes for children. The childminder provides an excellent range of information to parents, for example, on display and within an information folder. The childminder recognises the importance of working in effective partnership with other settings or agencies to promote consistency for children.

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

Children form excellent relationships with the childminder and other children. The very happy atmosphere and the childminder's cheerful approach support children in feeling exceptionally safe and secure. The childminder provides highly effective transitional arrangements, for example, settling in procedures. These support parents and children exceptionally well. The childminder raises children's effective understanding of safety through questions, discussions and reminders, for example, she reminds children to leave sufficient space between them so that they can safely manoeuvre on top of the slide. The childminder is an excellent role model to children. She provides enthusiastic praise and encouragement to children. This enables children to build their self-esteem and confidence significantly. Effective outings promote children's social skills and confidence outside of the home, such as, attending childminder drop-in sessions where they interact with other adults and children.

Children make good progress towards the early learning goals. The childminder positively interacts with the children. She encourages stimulating discussions and asks good questions to extend children's understanding and thinking skills, for example, what will happen to the ice in the glass and reflects back to what happened to the ice in the winter. During activities and play, she promotes

children's learning, such as, identifying paint colours and counting. Children concentrate and listen well, for example, when listening to a favourite story. Children demonstrate a good knowledge of these stories by joining in with words and actions. The childminder completes ongoing observations in relation to children's progress. She tracks children's progress towards the early learning goals effectively. This enables her to identify children's needs for further support or challenge. The childminder plans for individual children's progress. This underpins children's good development of skills for the future.

Children demonstrate an excellent understanding of self-care, such as, blowing their noses and disposing of the tissue and understanding the importance of cleaning their hands to minimise the spread of germs. The childminder significantly raises children's understanding of caring for themselves, for example, wearing hats in the sun and drinking plenty in the hot weather to remain hydrated. The childminder makes effective use of the outdoors, for example, she provides free flow access to the garden. Children benefit from a wide range of outings, for example, to farm parks, play parks and green spaces. This increases children's knowledge and understanding of the world they live in. Children benefit from plenty of fresh air and different types of physical activity, enabling children to extend and develop their skills.

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	1
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
--	---

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	1
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written statement of procedures to be followed in relation to complaints which relate to the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 12/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register part of the report. (Procedures for dealing with complaints) 12/07/2011