

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY391301
<b>Inspection date</b>	28/06/2011
<b>Inspector</b>	Melissa Cox
<b>Type of setting</b>	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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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 2009. She lives with her husband and two young children in Bracknell, Berkshire. The childminder's home is a town house style building and the whole of the first floor is used for childminding, which includes a rest space for children. Toilet facilities are on the ground floor. There is a fully enclosed garden available for outside play, which is accessed from the sitting room. The house is within walking distance of local facilities including a pre-school, a primary school, shops and a park; they are also situated near a main road and rail links. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may provide care for a maximum of four children under eight years at any one time; of these, one may be in the early years age range. She currently has one child on roll.

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

Overall the quality of the provision is satisfactory.

Children are cared for in a warm and friendly environment where they have access to a suitable range of activities. Children make satisfactory progress in their learning and development and the use of observational assessment is developing. The childminder ensures a variety of activities are provided to promote the Early Years Foundation Stage requirements. Effective partnerships with parents are established to ensure children's individual needs can be met. The childminder has given some consideration to the effectiveness of the provision, looking at what works well and what could be improved to further promote the outcomes for children.

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

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

- develop systems to identify the next steps needed in children's learning to inform future planning
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

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

The childminder has a good understanding about safeguarding children. She has a written policy and procedure in place that she shares with the parents, to ensure they understand her roles and responsibilities. The childminder understands the

process to follow should she have concerns about a child in her care and has the necessary contact information for outside agencies. Risk assessments have been carried out on the home and garden, with measures implemented to minimise any hazards. All adults living on the premises have had checks carried out to ensure they are suitable to be in contact with children. The childminder holds a valid first aid certificate and ensures the relevant documentation is available in the event of an accident. A range of written policies and procedures are in place to support the smooth operation of her provision.

The childminder has only been minding for a short time but is starting to evaluate her practice and improve her service to benefit the children she cares for. Children access toys and resources from cupboards or storage boxes, that are in good condition and suitable for the ages of children attending. The childminder provides experiences to promote the current skills, abilities and interests of the children in partnership with their parents.

Equality and diversity is promoted within all areas of the childminder's practice. She offers an inclusive service where the views and wishes of parents and the children are taken into account to ensure their needs are promoted. Each child is valued and welcomed as an individual and the needs of their parents addressed. The childminder engages with parents each day they attend to ensure the child's care and learning needs are supported. Parents feel their children enjoy the relationships with the childminder who is flexible and always has their best interests at heart. There are currently no children who attend other settings. However, the childminder is aware of the importance of sharing information with other agencies and providers who are also involved with the children in her care.

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

Children make satisfactory progress in their learning and development because the childminder provides a range of activities to meet the six areas of learning. The assessment systems are currently being developed and the childminder has a suitable understanding of how to promote children's development through play experiences. She is starting to carry out observations and identify next steps, although these are not always sufficiently evaluated. As a result, information gathered from observation is not always carried forward to inform future planning. Children are settled in the childminder's care and are beginning to build good relationships with her. Children are able to feel safe and secure within the childminder's care and show this by responding to her caring approach and personal attention to their needs. Younger children put their arms up for a cuddle and communicate through gestures, facial expressions and babbling. They learn to point to request different toys and are encouraged to become mobile, in the safe organised environment.

Children begin to learn about a healthy lifestyle. They have access to play equipment outside and at local venues benefitting from the daily exercise. They enjoy picnics in the fresh air and once a week feed the ducks at the local park. The

childminder has a good understanding of how to promote children's health and provides healthy and nutritious meals and a varied fruit snack time. Children are offered plenty of drinks to keep them hydrated, with chilled water on offer on hot days. Hygiene procedures are robust and the childminder follows good procedures to ensure that the children are protected from cross infection. There is a clear sickness policy in place.

Children learn the importance of keeping themselves safe. The childminder talks to children about safety issues and ensures hazards in their environment are minimised, through the implementation of locks and stair gates. A fire evacuation procedure is practised regularly with the children and the childminder ensures that visitors sign in and out of a visitor's book, keeping a comprehensive record of adults who have had contact with the minded children.

Children behave well whilst in the care of the childminder. She has house rules in writing and reminds children about these if they behave inappropriately. The childminder takes into account the ages and stages of development of the children when managing their behaviour and offers lots of praise and encouragement to promote good behaviour. Children demonstrate a clear sense of security in the childminder's care and show this through their warm interactions and ability to confidently seek her support and attention when needed. Children develop skills for their future learning. For example, the childminder encourages early language and communication skills with babies who respond with enthusiasm and enjoyment. Books are available and the childminder reads stories, encouraging the children to look at the pictures and talk about what they see. The childminder extends children's interests with small world activities, such as exploring different animals and sounds. Children enjoy regular trips into the community where they attend community groups and have an opportunity to socialise with others.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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](http://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
--	-----