

Inspection report for early years provision

Unique reference number	118971
Inspection date	21/07/2011
Inspector	Hazel Farrant
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 was registered in 1987. She lives with her husband in a modern house in Sandhurst, Berkshire. The whole of the ground floor is used for childminding with two bedrooms on the first floor identified for sleep purposes only. Access to the property is at street level and there is a fully enclosed secure garden for outside play. The childminder is registered to care for a maximum of six children, of which three may be in the early year's age range. She is also registered on both the voluntary and compulsory parts of the Childcare Register. There are currently nine children on roll, four of which are in the early years age range. Local parks, shops and schools are within easy walking distance. The childminder attends the local parent and toddler groups. They have two caged birds as family pets. She is a member of the National Childminding Association and Bracknell Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled due to the stimulating, inclusive, safe and secure environment. Children are valued and supported to make the most of their abilities and are making good progress. She seeks to improve the learning opportunities provided, working towards the best possible outcomes for children, through ongoing training. As a result, the childminder has a good capacity to maintain continuous improvement. Overall, the childminder promotes children's welfare and learning effectively.

What steps need to be taken to improve provision further?

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

- treat mealtimes as an opportunity to promote children's social development, while enjoying food
- promote consistent hygiene and cleanliness to minimise the risk of infection, in particular regard to nappy changing procedures.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection and how to safeguard the children in her care. Regular fire drills take place and are evaluated to ensure that all children are aware of what to do should there be a real emergency. Safety gates are in place to ensure the children are not able to access areas which are unsafe for them without adult supervision. Daily safety checks and risk assessments further enhance the children's safety whilst in the care of the

childminder both inside and outside of the home. The childminder promotes good hygiene generally. However, the nappy changing mat is not cleansed after each use, and as a result children are not fully protected against cross contamination of germs.

Resources are deployed well to ensure the children are kept occupied as well as enhancing their independence skills through self selection. Children have access to an extensive range of quality resources and activities to promote equality and diversity. Displays of children's artwork and photographs encourage children's positive self-esteem. Generally the childminder has created a homely environment where children are happy and confident in her care. However, at meal times children do not sit in a social group to enjoy their food together and as a result, their social skills are not fully promoted. Partnerships with other early years provisions that the children also attend are strong. For example, the childminder extends what the children have been doing at the local nursery in her home to enhance the children's enjoyment and consolidate their learning and development.

The childminder works well with the parents of children in her care. She takes time every day to give detailed feedback to them so they are fully aware of what their child has been doing during their time at the childminders. Young children have daily diaries too, which also helps to promote consistency of care. The childminder regularly attends training and welcomes the support of her network co-ordinator to discuss and promote good practices. Through a robust system of self evaluation, the childminder is able to effectively highlight areas of further improvement to make changes and enhancements to the already good practices in place. The recommendations set at the last inspection have been fully addressed.

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

Children are happy and settled whilst they spend time at the childminders and approach the childminder at any time for cuddles of reassurance and support. This builds on the children's self esteem and their confidence. The childminders good use of open ended questions and her close support builds on the children's developing skills for the future. The childminder combines her planning and the observations she makes on the children and evaluates these well to ensure she is aware of what they have learnt from the activity they have just participated in. Children's next steps are identified and there is a clear method in place to track children's progress in all six areas of learning.

The childminder takes time to talk to the children about sharing and how to treat the resources they are using. This ensures the children are able to play without having any trip hazards. Given the children's ages and stages of development they are well behaved. Children enjoy listening to music and taking part in action songs where they learn about simple mathematical concepts. They are learning new vocabulary all the time as they sit and listen to stories together and enjoy talking to the childminder. They use a variety of pencils, paints and crayons to develop their skills of mark making. Children particular enjoy playing with tactile resources

where they discover that some things are 'smooth' and others are 'rough'. Regular attendance at local groups and trips within their local community mean children begin to understand and respect people's similarities and differences.

The childminder works well with the parents to ensure the snacks and the meals provided are healthy and balanced as well meeting the children's dietary requirements. Children learn about healthy eating through activities such as food tasting. They help to cut up fruit which is then added to liquid jelly. Children notice that some pieces float while other pieces sink. Each day children are able to play out in the fresh air, either at home in the garden or at local parks and play areas where they are able to use a wide variety of outdoor play equipment to help them to stay healthy.

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
--	-----