

Inspection report for early years provision

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Inspection date	27/07/2011
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.

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Description of the childminding

The childminder was registered in 2011. She lives with her husband in Winkfield Row near Bracknell, Berkshire. The whole of the ground floor of her house is used for childminding and there is a fully enclosed garden available for outdoor play. The family have two pet cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts 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 two children in the early years age group. The childminder also cares for older children.

The childminder is prepared to take and collect children from local schools and preschools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminding day is organised well, as the childminder follows clear policies and procedures to keep children safe at all times. Children clearly feel a sense of belonging and security, begin to make choices and demonstrate excellent relationships with adults and each other, as they play in the welcoming child friendly environment. Children have access to an exceptional range of age-appropriate toys and resources and engage in a wide range of activities and experiences, which helps them to value diversity and make good progress in their learning and development. There are good links with parents and the childminder is considering ways to share the children's learning in order to plan for their future development. The childminder thinks about the service she offers, demonstrating a commitment to improve, as she identifies where she can develop her practice for the benefit of the children.

What steps need to be taken to improve provision further?

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

- develop systems for regularly engaging with parents to share children's learning in order to inform future planning and next steps
- promote independence by providing further opportunities for children to make choices and assist in preparing their snack

The effectiveness of leadership and management of the early years provision

The childminding day is organised effectively, following daily routines, policies and procedures to promote children's safety and welfare. The childminder keeps children safe in the home, garden and on outings through comprehensive and effective risk assessments. Visual checks throughout the day are ongoing. The childminder supervises the children at all times and gives high priority to safeguarding children, demonstrating a good understanding of the procedures to follow, if she has any concerns about children in her care. To ensure parents have clear expectations of the childminders practices they discuss policies and procedures and complete an extensive range of parental consents to cover all events and activities the children may undertake while in her care. A strength of the childminder is the very good range of age-appropriate toys and resources she offers to the children and her secure understanding of how to enhance children's learning through quality play and practical activities

The childminder provides an inclusive environment, as she welcomes all into her home with each child's needs, family circumstance and background valued and acknowledged. This is reinforced through the good relationship the childminder builds with parents. Ongoing daily verbal discussions and regular text messaging help the childminder and parents share everyday information, with further information displayed in the entrance hall, for example, information about the childminder and relevant contact numbers. Parental feedback is extremely positive as parents praise the care their children receive from the childminder and comment on how fortunate they feel to have their children in such a caring and child friendly environment, where they enjoy a good mix of activities from quiet play to educational games and outdoor play. Good links are built with others involved in the children's care. All children's documentation is in place with personal details and information recorded, kept securely and confidentiality observed at all times.

The childminder clearly enjoys her role as a child care practitioner and demonstrates commitment to improving her practice, as she receives information about further training and takes advice from the local authority Early Years Adviser. The childminder self- evaluates her provision, requesting input from parents in order to provide an inclusive service. She is aware of her strengths in providing a secure, caring base from which children can learn, recognises areas for development and considers what steps she may take to address issues and move her practice forward for the benefit of the children.

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

Children undoubtedly have a warm and trusting relationship with the childminder; they invite her into their play and are secure and confident with her, clearly enjoying each others company as they happily chat, laugh and play games.

Resources and activities are planned with individual children's learning requirements in mind and are flexible to accommodate children's interests and ideas. For example, as the children spend time completing activities they have initially selected, the childminder is on hand to offer support as she uses their interest to extend their learning. She makes sure they have resources available to explore their creativity using recycled boxes, scissors, pasta, paint and sticky tape, recognizing that this helps develop problem-solving skills and control and coordination as they confidently use the tools to make and decorate robots, pop-up cards and tambourines. Children have access to books, both for pleasure and to help them recognize books as a source of knowledge, access to pencils and crayons with which to write their names and record numbers, for example, as they put the numbers one to 12 on a clock face. The childminder demonstrates an increasing understanding of the early learning goals, making observations and assessments of the children and incorporating them into development records that begin to show a record of children's progress. Parents are fully aware that the childminder keeps records of development and may access them at any time. However, while these are used to support children's future development, and there is some input from other carers, there are no systems in place for parents to regularly share information about children's learning in order to help inform future planning and next steps.

Children develop a sense of belonging as the childminder knows each child well and is fully aware of each child's family context and circumstance, their home life and parental preferences. Routines are met in line with parental wishes and the daily needs of the children themselves, for example, they have the opportunity to be active or complete quiet activities throughout the day. An inclusive environment is promoted through the positive attitude of the childminder and the opportunities provided for the children to raise their awareness of the diverse society in which we live. For example, through others they meet, on outings and resources in the home.

Regular opportunities for physical exercise contribute towards children, adopting a healthy lifestyle. They enjoy being outdoors, as they play in the garden, discuss with the childminder which park they would like to go to, go on outings to explore the natural environment, help with growing vegetables in the garden and discuss what they see and do when they are outdoors. Outings further afield, such as a planned trip to London, travelling by car, train and tube, help to extend their knowledge of the wider world. Children have access to everyday technology through the use of a computer and they use tools such as staplers in every day play. The childminder provides snacks, drinks and meals for the children that are healthy and nutritious, encouraging good future eating habits as they sit at the table to eat. Children make some choices about snack as they are asked when they want to eat, however, they are not always given the opportunity to express their likes and dislikes or assist in helping to prepare the food. Children begin to learn about their bodies and its functions as the childminder encourages a child to blow their nose, explaining why we need to dispose of the tissue promptly. The childminder has developed good practices to begin to help children understand about keeping themselves safe. For example, fire evacuation procedures regularly practiced with the children include simple pictures to help children recognise what they should do to remain safe, and simple explanations of the possible

consequences of their actions as they play, help children's developing perception of looking after themselves.

The childminder has clear expectations of behaviour and provides a base on which children can develop sound social skills and begin to learn how to care for themselves, others and the world around them. Children's behaviour is managed in a sensitive way and the childminder makes good use of discussion to encourage the children to think through the consequences of their actions. Due to this, children's behaviour is excellent and they are polite, thoughtful and eager to please, responding with obvious pleasure as the childminder praises them for being helpful. Children also understand the house rules and know the reasons why they need to share toys and resources ensuring they all enjoy playing in the childminders home.,

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	1
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

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	1
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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