

Inspection report for early years provision

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Inspection date	24/08/2011
Inspector	Hazel Farrant
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 and two pre-school aged children in Sandhurst, Berkshire. The whole of the childminder's house is used for childminding. Access to the property is at street level and there is a secure garden available. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for four children at any one time, one of whom may be in the early years age range. There are no family pets. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress as they take part in interesting and rewarding activities that cover all aspects of their learning and development. Systems to enable parents to contribute to the observation, assessment and planning for their child is not yet fully developed. Children are happy and settled and demonstrate a strong sense of belonging within the security of the childminder's care. Generally, documentation is maintained well and the diversity of individuals is valued and respected. The self-evaluation and monitoring systems in place, help the childminder to identify her strengths and areas for development effectively to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- develop effective systems to enable parents to contribute to the observation, assessment and planning for their child
- conduct regularly evacuations and record details of evacuation drills in a fire log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good knowledge and understanding of the possible signs and symptoms of abuse. She has a clearly written safeguarding policy that she shares with parents and she knows who to contact should she have any concerns. On the whole, paperwork is maintained well and all adults in the home have been suitably vetted. The childminder is alert to potential risks to children and maintains comprehensive risk assessment records. However, children's safety is not fully assured in the event of a fire or a need to evacuate the

premises. Although an emergency evacuation procedure is in place, children have not had the opportunity to practise it. The childminder fully intends to carry out regularly emergency evacuations with children now that the children have settled in her care. She understands the importance of keeping a record of the date of the evacuation drill, detailing any problems encountered to further support children's safety.

Children flourish in the childminder's care. The warm and welcoming environment that she provides creates an atmosphere that is conducive to both learning and having fun. Children have plenty of space to play and rest and a variety of good quality resources are stored within their easy reach. Consequently, children's independence and freedom of choice is successfully promoted. Children learn about diversity and the world around them through visiting groups in the community which offers them opportunities to socialise with and develop respect for others. Children's individual needs are met effectively. The childminder gathers information at the start of the placement about individual children's welfare, this helps to promote consistency of care for children. The childminder is enthusiastic about what she does and is keen to promote the best possible outcomes for the children. She is experienced childcare professional having worked many years as a qualified nanny and is keen to attend further training to enable her to maintain continuous improvements.

She is constantly reflecting on her service and how it can be improved and has actively sought the views of parents. Questionnaires completed by parents contain a range of positive views and rate the childminder highly. Since registration, the childminder has made a number of improvements and these include reviewing paperwork and creating an area in the garden for children to grow their own vegetables. She has formed good relationships with parents and regularly talks to them about their children's welfare and development. Written policies and procedures are shared and parents are shown their child's learning and development records. However, currently parents do not have the opportunity to be involved in contributing to the observations, assessment and planning for their own child. As a result, important information to enhance the children's development and learning is not fully in place. Currently, the childminder does not care for any children who also attend other early years settings. However, she is aware of her responsibilities to liaise with other provisions to promote continuity of care and learning.

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

Children's welfare is effectively promoted and they are learning to be healthy and to protect their own safety. They show by their body language that they feel very safe and secure and they are at ease in the childminder's company. Children laugh and smile and are keen to interact with the childminder about things that interest them. For example, when they discover that they can make musical sounds when they shake the maraca, young infants giggle and want to share their delight with the childminder. The childminder spends a lot of time talking to young infants

which extends their learning and encourages their early communication skills. They make choices about their play and enjoy easy access to a wealth of toys and resources. Healthy eating is promoted through discussion at meal times and snacks include plenty of fresh fruit. Young infants are encouraged to be independent and skillfully feed themselves finger foods and are able to drink from a beaker very well unaided.

Children go on lots of outings and these broaden their range of experiences, promote learning and help to increase their social skills. They provide children with increased opportunities for physical exercise and help to teach them about safety issues. Children enjoy lots of opportunities to make marks with pens, pencils and paints. They develop numeracy and problem-solving skills as they play with resources, such as the shape sorters and puzzles. Children are progressing well and successfully gaining skills for the future. This is because the childminder knows them well and provides them with a variety of fun and stimulating experiences that help them progress and suit their individual needs and preferences. Taking their ages into account, children behave well and demonstrate good manners. Sharing is actively encouraged and the childminder uses strategies that include the introduction of board games to encourage this. The childminder provides children with a positive role model and is calm and caring. Children are learning about the wider community through discussions and access to a wide range of resources that depict positive images of diversity. Activities are carefully planned to ensure that they suit the age and stage of children attending and, as a result, children are having fun. Overall, children benefit a great deal from attending this 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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	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

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

Met