

## Inspection report for early years provision

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<b>Unique reference number</b>	159822
<b>Inspection date</b>	20/09/2011
<b>Inspector</b>	Kim Mundy
<b>Type of setting</b>	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.

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 2001. She lives with her husband and two children in Datchet in Berkshire. The childminder uses the whole of the ground floor of the house for childminding and there is an enclosed garden for outside play. The childminder walks and drives to local schools to take and collect children. She attends the local parent and toddler group.

The childminder is registered to care for a maximum of 6 children under 8 years; of these, not more than 3 may be in the early years age group. She is currently minding three children in this age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children are making good progress in their learning and development because, overall, the childminder effectively plans activities and experiences. Outstanding partnerships with parents further promote continuity of care and learning. Children's safety and welfare is protected through many positive policies and procedures. Effective systems for self-evaluation lead to continuous improvement in the childminder's service.

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

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

- provide a wider range of toys and resources to further promote children's understanding of diversity
- develop planning to further children's independence during all activities.

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

A very strong emphasis is placed on safeguarding children; the childminder is very knowledgeable about the indicators of abuse and knows the procedure to follow should she have concerns. Furthermore, Criminal Record Bureau checks are in place for all household members and very effective risk assessments are carried out to promote children's safety on the premises and outings. In and outdoor space is used effectively and there is a good range of high quality toys and resources, which are easily accessible and well laid out with space for children to explore and investigate.

The childminder provides an inclusive environment where children feel valued as individuals. They have easy access to a good range of nursery furniture, toys and resources to meet their varying needs. All children have equal access to the toys and activities on offer. When caring for children with English as an additional language, the childminder asks parents for words in their child's first language. The childminder establishes positive links with other professionals to benefit the children, for instance, local Sure Start Centre and pre-school settings.

The childminder has good systems in place to monitor the effectiveness of her provision through self-evaluation, parent questionnaires and working with early years advisors. She considers how she will continue to improve her childminding service. Since the last inspection, the childminder has successfully made continuous improvement by completing safeguarding training and securing children's safety in the event of a fire.

Particularly strong and purposeful relationships are forged with parents and carers. The childminder puts an enormous amount of effort into presenting paperwork and displays attractively to children and parents. A wealth of information is provided for parents, for instance, newsletters and records of the children's developmental progress, which includes their photos to support her evidence. Parental feedback shows that parents greatly value the care offered by the childminder. They are pleased to receive text photos of their children enjoying activities, such as cherry picking. All documentation is maintained to a very high standard and policies and procedures are shared with parents. People who are important in the children's lives, such as grandparents are also warmly welcomed in to the childminder's home.

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

Children gain an impressive understanding of how to keep fit and healthy. Personal hygiene routines are very well established to minimise possible cross-infection, for instance, children have individual towels and the childminder wears gloves when changing nappies. They enjoy fresh air and exercise as they play in and outdoors; they have many opportunities to develop their physical skills as they steer cars, climb, slide and bounce on the trampoline.

Wholesome meals and snacks are prepared by the childminder and children's individual dietary requirements are catered for. The children experience sociable meal times when they sit together and learn good manners. Children are clearly developing a sense of keeping safe and free from harm; they are learning to keep safe as they discuss road safety and they know what to do in the event of a fire because they participate in fire drills. As a result, they are cared for in a very safe and secure environment.

Caring and nurturing relationships with the childminder helps children to form close attachments and feel secure. They respond well to the expectations of good behaviour and the childminder models and encourages respect and good manners.

Realistic expectations of behaviour are clearly outlined for very young children.

The childminder helps children to make good progress in their development and effective systems are in place for planning their learning and assessing their progress. However, children are not always fully encouraged to be independent during planned activities. Children are developing skills that will benefit them in the future, for example, paper and pencil materials are available to enable children to practise their early mark-making skills. They begin to understand that print carries meaning as they observe words on posters displayed on the walls and are encouraged to take a keen interest in books. Children spend time recognising colours, shapes and numbers as they build with bricks and fit puzzles together. They are developing their creativity as they bake cakes, paint pictures and dress up.

Children are learning about the world in which they live. They enjoy visits to parks, farms and pre-school groups where a wider range of opportunities are offered. Children find out how things work as they use telephones, cash tills and programmable toys. They are beginning to learn about other people's beliefs as they celebrate festivals. There are some toys and resources to promote children's understanding of Multicultural Britain, although, further resources and activities are required to raise children's awareness about diversity in society. The children are introduced to positive learning experiences and they have fun as they learn.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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