

Inspection report for early years provision

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Inspection date	20/09/2011
Inspector	Carol Willett
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 2007. She lives with her partner and daughter of primary school age. The family live in a residential road in Bracknell, Berkshire. The whole of the home is used for childminding purposes and children play mainly on the ground floor. They go upstairs to use a bedroom for sleeping and the playroom. Toilet facilities are available on both floors. Children do not have access to the garden currently so they are taken to the park daily. Local facilities are within walking distance, including shops, parks, schools and pre-schools.

The childminder is registered on Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years, of which, three can be in the early years age group. She is currently caring for six children, of these, three are in the early years age group. The childminder is a member of the National Childminding Association and she has a Nursery Nurse Examining Board certificate.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are secure and play happily because the childminder is experienced and effective with a warm, friendly manner. She has a positive approach to childminding and provides an inclusive, welcoming family environment where children's individual needs and personalities are equally valued. Partnerships are effective overall and very positive relationships are developed with parents. Important information is mostly shared well with parents on a daily basis regarding children's care and learning. The childminder has a good capacity to improve as she realises the benefit of reflective practice using self-evaluation to assess her provision and attending training to continually develop her skills.

What steps need to be taken to improve provision further?

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

- develop further systems for finding out about children's starting points in order to effectively use the experiences children bring from home so they can make progress from the start
- develop effective communication systems for sharing children's development and learning records with other settings children attend in order to provide consistent care and compliment learning to ensure children's needs are fully met.

The effectiveness of leadership and management of the early years provision

Children stay safe and their welfare is effectively promoted as the childminder is experienced and she has a secure understanding of the requirements of the Early Years Foundation Stage. Children's safety is promoted well as the childminder has efficient procedures for ensuring her home is safe through daily checking procedures and annual risk assessments which include all places children visit. The childminder has a good understanding of safeguarding issues as she attends regular training and she knows what to do if she has any concerns about the children. Her written safeguarding and complaints policies are shared with parents so they are aware of what to do should they have any concerns. Space within the childminder's home is well organised and effectively supports children's needs, independence and enjoyment so all are equally valued. She has a good knowledge of children's individual needs and personalities are equally valued.

The childminder's home is welcoming and child-friendly and children show they feel very secure as they freely choose toys and independently use the cloakroom downstairs. The childminder has a broad range of good quality toys and resources. She gets out the toys she knows children like so they come in and settle quickly and happily into play when they get back from nursery. The childminder is attentive and supportive which encourages children to engage in play for a long period of time. All children are welcomed and included and the childminder encourages children to develop respect and understanding for each other. The childminder has a range of resources and plans activities to develop children's awareness of diversity and they regularly go for outings in the local community.

Overall, the childminder develops effective partnerships to ensure children's needs are consistently met. She talks to staff as she collects children from nursery and meets with other childminders to share information and good practice. The childminder develops positive relationships with parents, which ensures she has important information about the children's individual needs and personalities. She effectively shares feedback verbally and in writing daily to keep them up to date with the children's achievements and progress and promotes consistency of care. The childminder talks to parents to gather information about children's care needs at initial meetings. However, information about children's starting points to support their learning and development is not discussed fully with parents. Systems for sharing information about children's learning with other settings they attend are not fully in place to enable children to make the maximum progress.

The childminder has effective documentation and policies in place which includes all the required information and consents to ensure parents' wishes are followed and children's needs are met. The childminder is experienced and enthusiastic with a genuine love of children. She is keen to continually develop her skills and knowledge through ongoing training and evaluating her provision. She realises the benefit of monitoring her practices and uses the Ofsted self-evaluation form to assess her strengths and to identify areas for improvement and further training. She effectively addresses all recommendations made at previous inspections

demonstrating a good capacity for continuous improvement.

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

The childminder has a lovely warm friendly manner with the children and they enjoy her company. Children are confident and enthusiastic as they chat to the childminder while completing favourite jigsaws. They excitedly tell her what they have been doing at nursery during the morning. Children make good progress because the childminder has a good knowledge of their stages of development. She uses her observations well to plan a suitable range of activities which cover all areas of learning. The childminder is skilful at promoting children's learning and development as she uses good teaching and questioning techniques to explain and guide children's play. A wide range of books are available to develop their literacy and language and children actively enjoy looking at books and listening to stories. Craft and mark making tools and materials are easily accessible for children to develop early writing and creative skills. The childminder uses all opportunities to develop children's problem solving and counting as they excitedly complete jigsaws and count the fish in the picture they make, talking about the big and small fish. Children learn about the wider world as they enjoy trips out on trains to visit museums and go to local parks and toddler groups. Children become familiar with the use of technology as they play with push button activity toys and use the computer. Children play well together and use their imaginations to develop role play as they play with the cars, garage and small world people. Though children are not able to use the childminder's garden, she ensures they have good opportunities to have fresh air and develop their physical skills. Children use large play equipment in the local park and walk back from nursery daily.

Children develop positive relationships with the childminder and the other children and they laugh and smile when she plays with them. They learn to respect each other as the childminder acts as a good role model. Children behave well and respond to the childminder's request to come to the table for lunch and wash their hands. Children show careful consideration for the toys and resources and help tidy them away when they have finished playing. Planned activities and the range of toys develop children's awareness of differences. They go for walks and use amenities in the local community where they learn to socialise with other children and adults. Children are developing an understanding of the importance of healthy living. They play in a clean, tidy environment as the childminder has effective daily routines. Children learn good hygiene practices from an early age as they wash their hands after using the toilet and before eating. Children learn about healthy eating, as the childminder ensures they have a good choice of healthy options, choosing to eat cheese and marmite in sandwiches with cucumber and fruit or yoghurts after. Drinking cups are freely accessible so children can drink when they feel thirsty as they learn to recognise their body needs. Children learn about safety both in the childminder's home and when they are out. They practise fire evacuation and learn about road safety and stranger danger. They know they need to sit carefully at the table so they do not fall and pack toys away so they do not trip over. Children develop skills for their future learning. The childminder

organises her home well so children can be independent as they select toys and make decisions about their play. The childminder and children chatter constantly and she provides good opportunities to enable children to make progress in all areas. Overall, children are safe and happy and make good progress in their learning and development.

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