

## Inspection report for early years provision

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<b>Unique reference number</b>	119152
<b>Inspection date</b>	07/09/2011
<b>Inspector</b>	Sheena Bankier

<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.

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## Description of the childminding

The childminder has been registered since 1998. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for six children under eight at any one time. She co-childminds with her husband and together they may care for a maximum of eight children. There are currently six children on roll in the early years age group between them.

The childminder and her husband live in Harmans Water, Bracknell, Berkshire. The childminder's have two children who live at the premises with them, one of whom is an adult and the other secondary school aged. The whole of the first floor of the property is mainly used for childminding, a bedroom on the second floor is used for sleeping purposes. There is an enclosed garden for outdoor play. There is a flight of steps to the first floor from street level.

Local facilities are within walking distance, such as, parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle exceptionally well at the childminding setting. Good quality interaction, activities and outings promote children's learning and development, mostly very effectively. The childminder and her co-childminder organise their childminding service efficiently. They are highly vigilant in promoting children's safety and welfare. Excellent relationships and communication with parents result in effective consistency and continuity in children's care and learning.

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

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

- support children further in making and expressing choices and in their understanding that print carries meaning, with particular regard to the way in which toys are made accessible
- develop further opportunities to value linguistic diversity, with particular regard to offering additional visual support to promote communication further, and encouraging children to use other languages spoken at home

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

The childminder has a comprehensive knowledge and understanding of safeguarding issues. She demonstrates an excellent understanding of her responsibilities to safeguard children's welfare, for example, she understands the importance of keeping meticulous records of accidents and incidents to promote children's welfare. The childminder and her co-childminder provide an exceptionally safe environment and make excellent use of safety equipment. The childminder promotes children's understanding of safety extremely well, for example, before going downstairs they discuss how to descend the stairs safely. Regular checks and procedures take place to promote safety very effectively, such as, checking fire safety equipment regularly and practising the evacuation procedure.

Good working practices result in the childminder and co-childminder taking on different roles and responsibilities to organise their childminding service successfully. The childminder actively seeks parents and children's views, for example, through discussions and questionnaires. This supports effective self-evaluation. The childminder undertakes regular training to increase and develop her professional practice. The childminder and co-childminder take good account of advice and support from the local authority early year's advisors. As a result, they evaluate their service effectively and drive good continuous improvement.

The childminder treats children with equal concern and respect. She promotes respect for other people, such as, sharing and turn taking. A good range of resources and activities promote children's understanding of the diverse society. A good range of resources are available to the children and the childminder makes effective use of local facilities, such as, toddler groups. An excellent range of information is available to parents. The childminder communicates extensively with parents about their wishes and children's needs and provides ongoing comprehensive feedback to suit the individual parents, for example, written diaries, verbal feedback and providing photographs of children's activities. The childminder forms good partnerships with local schools and pre-schools and develops systems for communication. This enables her to exchange information effectively to meet children's learning and care needs.

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

Children settle well in the childminding environment due to the warm and welcoming atmosphere. They are extremely settled and happy in the childminder's care and form excellent relationships with her. They demonstrate they feel exceptionally safe and secure. Excellent settling in processes benefit children extensively. The childminder works very closely with parents and, where possible,

previous childcare settings to develop a significant understanding of children's individual needs and progress. Children learn about keeping safe through reminders and clear boundaries.

Ongoing praise and encouragement boosts children's self-esteem and confidence. Children demonstrate good levels of confidence as they make their own choices, such as choosing to play indoors or outside in the garden. Resources are available to children in boxes and a self-selection unit. However, children are unable to see what is in some boxes. There are currently no labels or pictures on the boxes to enhance children's independent choices further and to promote their understanding that print carries meaning. The childminder encourages children to form good relationships with each other, for example, she involves them in playing together with her. Children confidently call the childminder and co-childminder by name to ask questions or to chat to them. The childminder encourages good manners, such as, 'please' and 'thank you'.

Children make good progress towards the early learning goals through the effective range of activities, outings and play experiences. They benefit from good interaction with the childminder. This supports and extends their learning and development well, for example, the childminder asks questions to extend children's understanding and to stimulate thinking skills. The childminder demonstrates some understanding of additional languages children speak and uses a small number of words in other languages spoken. Currently, the childminder has not considered using additional resources and words to promote communication further. Children develop good skills for the future as they learn through play, for example, to count and to recognise colours.

The childminder is vigilant in maintaining good hygiene practice herself and with the children. She reminds children about good hygiene routines, for example, not bringing toys with them when they use the potty. She explains about germs spreading and the use of anti-bacterial hand gel to underpin children's good understanding of keeping healthy. Children benefit from regular physical activity and fresh air. The doors are open to the garden in suitable weather and enable children to free flow in and out of doors as they wish. Regular visits to the park provide challenge to children's physical skills as they use different equipment. The childminder provides healthy balanced meals and snacks to children that include fruit and vegetables with regular suitable drinks offered. This strongly supports children in understanding healthy choices.

## 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	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