

Inspection report for early years provision

Unique reference number	EY278400
Inspection date	18/10/2011
Inspector	Tracy Bartholomew

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 has been registered since 2003. The childminder lives with her husband and two school aged children in Bracknell, Berkshire. The downstairs is mainly used for childminding with access to the first floor for sleeping facilities. There is an enclosed garden for outdoor play. 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 five children under eight years at any one time, of which two may in the early years age group. There are currently four children on roll and of these, three are within the early years age group and attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in the well-organised, safe and secure environment offered. Planning supports children's learning and development in most aspects. There are many outstanding features, which help to promote the outcomes for children. Highly successful relationships with parents clearly contribute towards children's individual needs being met. Partnerships with other settings children attend are in their early stages. Effective systems of self-evaluation drive improvements successfully.

What steps need to be taken to improve provision further?

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

- improve the range of activities that help children learn about cultural diversity, disability and the wider world
- extend the partnerships with other early years provisions, to promote a consistent and cohesive approach to children's learning and development.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because the childminder has an excellent understanding of child protection issues. In the event of concern arising about the children's welfare the childminder has a comprehensive understanding of the safeguarding procedures. The childminder is proactive at ensuring children's safety on the premises and during outings. Meticulous daily and monthly risk assessments promote children's safety extremely well.

The childminder uses her knowledge of the children well to ensure that all children

are included and valued. She has a positive attitude to meeting all the children's needs, working hard to ensure that her setting is accessible to all. She supports children who speak English as an additional language. Planning is effective and positively supports most areas of learning. However, there is less emphasis on building children's awareness of culture, disability and the wider world. Resources and equipment are plentiful and attractively presented to stimulate children's learning and development. Children make independent choices, as resources are easily accessible to them.

Partnership with parents is exemplary. Communication is excellent at all levels. This ensures parents are extremely well-informed about the service provided and the care their children receive, including the progress they are making. Highly effective arrangements are in place for involving parents in children's learning. Parents' views are sought so that they can be involved in the continued improvement of the setting. The childminder has overall built good partnerships with others concerned with the children; she acts as a go-between for the parents and professionals, relaying important messages. However, this is not consistently upheld to promote continuity in children's care and learning.

The childminder evaluates her practice accurately. She is motivated and seeks to improve what she offers to the children, identifying where she needs to make improvements. The childminder is professional and ensures she adapts her practice as a result of training; consequently, she shows good capacity for further improvement.

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

Children are extremely secure and settled within the care of this childminder. They arrive confidently and are eager to explore the inviting toys and activities on offer. Good relationships are established with the childminder and children make firm friendships. This effectively underpins the children's confidence and self-esteem. Children are extremely competent in communicating their thoughts and benefit from the high quality support they receive. Children become quickly engaged in activities and they play in harmony with their friends. Children enthusiastically dance and make music, out of resources such as rainmakers, maracas and drums. They use their imaginations to dress-up and play with kitchen equipment. They pretend to make meals for each other and their babies, feeding them and showing care and consideration to the doll's needs. Posters and children's artwork create a warm and stimulating environment.

The childminder interacts very well with children. She encourages their learning in all areas and supports them effortlessly in their play. Good methods are used to introduce counting, colour and shapes whilst children are playing, for example with the shape sorters and puzzles. Creative work is well promoted as children enjoy colouring and mark making on paper. Themed activities such as making pumpkin faces begin to promote children's awareness of the world. The childminder is aware of festivals and cultural celebrations, though she does not yet fully develop

children's understanding of ethnicity and diversity. Children develop future skills as they enjoy playing with programmable equipment such as computers, telephones and key boards. Problem solving, reasoning and numeracy is effectively supported in a broad range of contexts. For example, children enjoy discovering where puzzle parts fit and how to interlink the train track.

Children's records of progress are extensive and contain clear and concise observations, identifying children's next goals clearly. The records show what children learn and accomplish. Parents are able to contribute to their children's progress records and the childminder encourages them to regularly review their children's achievements. As a result of the childminder's systems, the children are making good progress in their learning and development.

Children's good health is promoted very successfully. They enjoy nutritious snacks and have excellent opportunities to learn about the importance of healthy eating. For example, on outings to shop for fruits. The childminder is extremely vigilant in ensuring children develop excellent hygiene habits. Safety is given a very strong emphasis within the childminders home. Pictures, questions and role play extensively underpin children's understanding of their own safety. As a result, children recognise potential hazards and dangers, keeping themselves safe. Children also learn to use a range of tools and equipment safely. They know how to behave in ways that keeps themselves and others safe when they go out within the community. All children show an outstanding sense of security within the setting and they behave well.

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	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

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	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

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