

## Inspection report for early years provision

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<b>Unique reference number</b>	105446
<b>Inspection date</b>	10/11/2011
<b>Inspector</b>	Tracy Bartholomew
<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 1992. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for six children under eight at any one time, of which three may in the early years age group. There are currently five children on roll, and of these three are within the early years age group. All children attend on a part-time basis.

The childminder lives with her two adult children in Langley, Berkshire. The downstairs is mainly used for childminding, with access to the first floor for sleeping and additional toilet facilities. There is an enclosed garden for outdoor play.

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

Overall the quality of the provision is good.

Children are confident, settled and happy in the childminder's care, and are making good progress in their learning and development. Children have good relationships with the childminder and play in a safe and secure environment. Documentation generally supports the childminder's good practice. Effective partnership working with other professionals and parents helps to support children's development and progress successfully. The childminder has established a strong system of self-evaluation for her provision, consulting parents for their views of her service to aid future improvements. She successfully identifies how to develop and enhance her provision, demonstrating a good capacity to maintain continuous improvement.

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

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

- continue to extend the risk assessment to ensure it covers anything with which a child may come into contact.

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

The childminder has a good understanding of how to promote children's safety. Arrangements for safeguarding children are robust, carefully managed and understood thoroughly. Effective policies and procedures are in place, which include the action the childminder would take in the event of a child protection concern. Children are cared for in a safe and secure environment. The childminder is vigilant and supervises children closely, including regularly checking sleeping children. The risk assessments are in place and contain sufficient detail to maintain

children's safety successfully, although the assessments do not consistently cover everything with which a child may come into contact, such as some of the toys. Nevertheless, toys are safe, clean and well maintained. The children are taught to be safety conscious without being fearful.

The childminder has good systems in place to promote equality and diversity. She incorporates children's cultural celebrations, and those of others from around the world, to develop children's knowledge and understanding of festivals and the world they live in. The childminder has a good amount of toys and resources, which cover the six areas of learning and develop children's awareness of equality and diversity. Overall, these resources are used very well to promote learning. Resources are of good quality and fit for their purpose. The childminder ensures these are rotated regularly and all are accessible to develop children's interests and enhance their learning.

The childminder undertakes detailed self-evaluation and uses this to review and reflect on her current practices. She is ambitious and is seeking guidance on future training to extend her broad ranging knowledge and understanding of child development. The childminder regularly seeks the views of parents to enhance her practice, using questionnaires and discussion. Her findings are then used effectively to further develop the childminding service. Effective methods are in place to aid the working partnership with other settings children attend, such as preschools and schools, which in turn promotes consistency of care.

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

Children demonstrate that they are happy, confident and feel safe while in the childminder's care. They feel a sense of belonging, fostered by her care and attention. The childminder interacts well with all of the children and responds to their play and communication with lots of praise, which effectively raises their self-esteem and confidence. The childminder has a good awareness of how to track children's learning and development. Planning and observational records are detailed and tailored to clearly show how children are progressing. The childminder reflects effectively on these records, which enables her to securely set individual targets for each child. Consequently, all children are making good progress in their learning and development.

Children show high levels of interest in all activities on offer. The childminder maintains a good balance of adult-led and child-led activities, which maximises the children's learning and development. They enjoy activities such as story time, where the childminder enthusiastically reads, with varying voices to increase children's developing awareness and skills in communication, language and literacy. The children clearly enjoy the company of the childminder. They invite her into their play, which the childminder uses well to promote their continued learning. For example, when playing with little people and buildings, the childminder encourages children to develop their imaginations through role play.

Other activities, such as shape sorters and puzzles, develop the children's understanding of sequencing and problem solving.

Children have a range of opportunities for creative work; they enjoy making pictures with crayons and pens, promoting their creative development and hand-eye coordination. The childminder supports the children's learning consistently as she talks to them about their activities, promoting their awareness of colours and early counting skills. Children concentrate well when playing, thinking critically of how and why things happen. For example, they learn when playing with interactive toys, which button to press to get the response they require.

Children's good health and well-being is positively encouraged. They enjoy regular outings in the local environment and have plenty of fresh air and exercise as they play at the local parks and in the garden. The childminder provides a range of healthy meals and snacks and helps children to follow and understand the importance of good hygiene routines. All children behave well, with any minor disputes that occur challenged appropriately, with consideration given to children's age and stage of development. Children are taught about safety issues as part of the daily routine. For example, they take part in regular emergency evacuation procedures to raise their awareness of keeping themselves safe. Overall, children show that they feel safe and secure as they turn to the childminder for reassurance and help during their play.

## 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	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

<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	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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