

Inspection report for early years provision

Unique reference number	EY355253
Inspection date	12/12/2011
Inspector	Susan May
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.

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 2007. She lives with her teenage son in Bracknell, Berkshire. The whole of the downstairs is used for childminding and upstairs is used by children and/or babies requiring a sleep. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time. The childminder is currently minding four children in the early years age group. She is prepared to take and collect children from local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel secure in the warm and child friendly environment that supports their health, welfare and development positively. Children make good progress in their learning as most activities identify and promote their next steps. Each child is valued as an individual, with clear policies and procedures in place to promote inclusion. There are good links with parents with most children's learning shared in order to plan for their future development. Good links are in place with others involved in the children's care. The childminder demonstrates a commitment to improvement as she moves her practice forward for the benefit of the children.

What steps need to be taken to improve provision further?

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

- develop further the systems of observation and assessment to identify children's next steps along side activities that promote their learning
- provide parents with further opportunities to contribute to their children's learning and development records

The effectiveness of leadership and management of the early years provision

The childminder is enthusiastic about her role as a childminder and offers a safe and secure environment where children clearly enjoy the time they spend with her. Children's individual needs are recognised and respected in the fully inclusive environment the childminder offers. Good organisational skills and a range of comprehensive policies and procedures relating to all aspects of children's welfare are in place. Children are protected because the childminder is vigilant and has a

clear understanding of her role in safeguarding children. Children are not left unsupervised at any time with people who do not have the appropriate checks. To keep her home safe and minimise hazards when off the premises, the childminder completes daily checks and follows a comprehensive range of written risk assessments. These are reviewed and updated regularly. Children have easy access to a broad range of activities, toys and resources that provide a good variety of age appropriate experiences that promotes their learning.

The childminder provides an inclusive environment as she welcomes all into her home. Children's needs, family circumstances and backgrounds are all valued and acknowledged. She has formed strong relationships with parents who receive full and complete information about her practices. This ensures expectations of the children's care and learning is clear from the onset. All children's documentation is in place and includes the relevant parental consents. Confidentiality is observed at all times. Parents are invited to offer suggestions and ideas contributing to the childminder's practices through completing questionnaires. Everyday information about the children is shared through daily verbal chats. Parent's feedback is positive as they comment that they have every confidence in the childminders care and that the children are very happy with her. The childminder demonstrates the importance of forming links with others involved in the children's care to support their welfare and learning. For example, she is in regular communication with staff at schools children attend. The childminder is motivated, she receives regular information on training courses from the local authority and undertakes further training in order to increase and update her knowledge. Meetings with other childminders provide opportunities to discuss good practice, share knowledge and exchange ideas. The childminder thinks about the care and learning experiences she offers, and has identified areas for development, demonstrating a commitment to making improvements that will benefit the children.

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

Children make good progress in the stimulating, learning and caring environment the childminder provides. They move around the safe clean environment with space to play comfortably selecting from a range of well-maintained and exciting resources. Children are happy, play together well and clearly feel safe and secure in the childminders company. Children are becoming competent independent learners, who develop self-esteem as they benefit from the individual time and attention they receive from the childminder. A good knowledge of each child's developmental stage through verbal discussions with parents contributes to the children's continued learning and achievements. Children have individual learning records that clearly show their progress although these are not yet shared with parents to provide them with further opportunities to contribute to their children's learning and development. The childminder is on hand to support children at all times while allowing them time and space to follow their own play. She records observations linked to the early learning goals and uses these for future planning. However, activities do not always clearly identify how they support children's

learning towards the next steps in the children's development.

The childminder promotes children's independence as children choose what they wish to play with, have their own coat pegs and towels and are encouraged to dress themselves when they go outdoors. Children begin to find out about their bodies and its functions, for example, as the childminder talks about coughs and colds while helping a young child use a tissue. Children begin to understand about a healthy lifestyle as they are encouraged to find out where food comes such as visiting local farms to pick their own fruit and vegetables. All dietary requirements are discussed with parents. Parents provide children's lunch boxes and are actively encouraged to provide healthy choices. Snacks and drinks are provided by the childminder. Regular trips to local parks provide children with ample opportunities for fresh air, exercise and new experiences that help to develop a sense of adventure and physical skills. Children have access to books on a regular basis, visit the local libraries for story times and have opportunities to mark make using a variety of materials. Walks in the local area help children find out about the community and visits to groups provide opportunities for children to socialise and develop relationships. Children begin to be aware of the wider world and diverse society in which we live as they celebrate festivals and have access to a range of resources that promote positive images. Children have regular opportunities to sing and express their creativity. For example, art displays around the home show how they explore a range of materials and media using collage materials and paints. Children invite the childminder into their play and she responds appropriately demonstrating her skill at extending young children's language and communication skills as she uses facial expressions, gesture and sounds to illustrate and reinforce words. Children have access to everyday technology through age-appropriate electronic toys, use the computer at the local library and have construction toys and puzzles to problem solve. They identify colour and size as they put different size shapes into a shape sorter and talk about the colours of cars and trucks. Children's posters displayed around the home promote number and word recognition and children mark the days they attend the childminders on a calendar. The childminder ensures that children begin to learn to keep themselves safe as she helps them begin to recognise potential hazards. She offers simple explanations to help them understand the possible consequences of their actions such as keeping socks on so they don't slip on the wooden floors.

Children develop a sense of belonging as the childminder knows each child and their family well. Routines are met in line with parental wishes and the daily needs of the children themselves, for example, there are regular opportunities for active play and quiet times when children need to rest. Children socialise with other children at the childminder's home and in the schools they attend, helping them to begin to learn to value each other as individuals. The childminder is calm and uses praise frequently to help children develop their confidence and self-esteem, encouraging them to behave well as they are eager to please. Children begin to show care and concern for each other as they share and pass each other toys as they play and help tidy up. The childminder is an experienced child care practitioner with a good understanding of how children learn and this along with a commitment to developing her practice ensures children continue to thrive in her setting.

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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