

## Inspection report for early years provision

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<b>Unique reference number</b>	148524
<b>Inspection date</b>	25/01/2012
<b>Inspector</b>	Susan May
<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 registered in 1997. She lives with her husband and two children aged 12 and 15 years. The childminder's mother also lives with them. They live in Winnersh, near Wokingham in Berkshire. The childminder uses the ground floor of the house for childminding. A fully enclosed rear garden is available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years at any one time. The childminder is currently caring for three children in the early years age group, on a full and part-time basis. The childminder also cares for older children. The childminder walks or drives to local schools and nurseries to take and collect children.

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

Overall the quality of the provision is good.

The childminder promotes children's welfare effectively and clear policies and procedures guide her practice. Children feel settled and secure in the home. An inclusive service is provided that recognises and values the uniqueness of each child. Children clearly enjoy their time with the childminder, who supports and helps them make good progress in most areas of their learning. The childminder has a good relationship with parents and others involved in the children's care. The childminder reflects on her practice. She demonstrates a capacity to improving the provision and has identified and addressed her future aims for development.

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

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

- offer further opportunities for children to regularly extend and explore their creativity with a variety of art and craft materials

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

The childminder protects children's welfare by following clear policies and procedures that help keep children safe. She regularly updates her safeguarding training and demonstrates a good understanding of her role in protecting children. Children are supervised at all times and never left unattended with persons that have not been vetted. Thorough risk assessments for the home and for trips and outings help identify and minimize possible hazards. Parents receive clear

information on all the childminder's policies and procedures to ensure they have clear expectations of practice. All children's documentation is in place, securely stored and includes required parental consents. Parents may discuss their children with the childminder at any time and confidentiality is observed.

Children move freely around the designated play areas. They have access to a range of age-appropriate equipment that effectively promotes their learning. Inclusive practice is observed. Each child is valued, has their needs met and their family circumstances and background respected. This helps foster self-esteem and promotes a sense belonging, with children feeling safe and secure.

The childminder demonstrates a commitment to improving her practice. She completes local authority training courses and meets with other childcare practitioners to share thoughts and ideas. The childminder evaluates her practice. She identifies areas for development and puts in place actions to address them. This includes verbal input from parents about her service.

Parents express their satisfaction about the service provided. They appreciate how quickly their children settle in the family atmosphere, the information they receive about their children and the childminder's flexible approach to their needs. Daily verbal discussion with parents keeps them informed of their children's achievements and progress. Her good links with others involved with the children help provide continuity and consistency of care; for example, school staff.

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

Children are clearly happy in the childminder's company. They confidently move around the warm and child friendly environment. Children begin to show independence, eagerly choosing what to play with from the age appropriate toys accessible to them. Children show developing concentration skills, while completing both indoor and outdoor activities that clearly interest them. The childminder is on hand to provide support but allows children time to try and complete activities on their own before offering help. For example, very young children repeatedly try and eventually succeed in stacking containers to build a tower. The childminder has a good understanding of the children's stage of development and next steps. A pre-visit and daily verbal discussion provides initial and ongoing information of children's achievements at home. This combined with information from other settings children attend helps inform future planning. The childminder makes regular observations and assessments to show a record of children's progress, these are shared with parents.

Children develop a sense of belonging because the childminder knows each child well. She is fully aware of each child's family background, home life and parental preferences. Routines are in line with parental wishes and the daily needs of the children; for example, the opportunity to rest or complete quiet activities throughout the day. Children enjoy books. They have a wide range to choose from, which they look at alone or when sitting comfortably with the child minder.

Children socialise with other children in the childminder's home. They talk about similarities and differences and learn to value each other as individuals. The childminder understands how to promote very young children's language skills. For example, children choose an interactive farm book; they enjoy looking at the pictures, pressing buttons to make animal noises and are encouraged to repeat the sounds. Children access a range of role play resources to explore real and imaginary situations. They complete planned art and craft activities; however, these do not enable children to extend and explore their own creativity using a variety of materials on a regular basis. The childminder's attitude and the good role model she provides helps to positively promote images of gender, culture and disability. Children begin to find out about the local community and the natural world through outings and events that interest them. For example, regular play in the garden for fresh air and exercise, feeding the ducks in the park and going on outings to places of interest.

The childminder has clear expectations of behaviour. These provide a good base for children to develop social skills, learn how to keep safe, care for others and the world around them. For example, they help tidy toys away, recognise babies should not play with toys with small pieces and begin to learn about recyclable materials. Children behave well. They are praised for their efforts and express pleasure as the childminder tells them they have done well. Children follow good hygiene procedures, such as washing their hands before eating. Parents provide children's meals. The children learn about healthy eating, they grow some vegetables in the garden and are offered healthy snacks and drinks. All food is stored appropriately to ensure it remains fresh. Children sit together at snack and mealtimes to enjoy a social occasion, providing them with a sound basis for future good eating habits.

## 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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