

Inspection report for early years provision

Unique reference number	118970
Inspection date	31/01/2012
Inspector	Sheena Bankier

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 1977. 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, of whom no more than three may be in the early years age group. There is currently one child on roll in the early years age group. The childminder works with an assistant at times.

The childminder lives with her family in the Birch Hill area of Bracknell. The downstairs is mainly used for childminding with access to upstairs for sleeping purposes only. There is an enclosed garden for outdoor play. The home is accessible at street level. The childminder is able to support children with special educational needs and/or disabilities.

Local facilities are within walking or a short driving distance, such as parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools. The childminder holds a childcare qualification at Level Three.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in relation to their starting points. The childminder has an effective understanding of children as individuals and consistently plans for their ongoing learning and development. Overall, practice and procedures are thorough and well considered. The childminder demonstrates an accurate understanding of her service and has a strong capacity to maintain improvement. Good partnerships underpin consistency and continuity in children's care and learning. Effective information and communication promote good relationships with parents and carers.

What steps need to be taken to improve provision further?

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

- support children's exploration further by providing a treasure basket with a range of objects of various textures and weights and choose unusual or interesting materials and resources that inspire exploration
- undertake regular evacuation drills and record details, for example, of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a thorough understanding of responsibilities to safeguard children's welfare. She has a strong understanding of how to manage any concerns arising. Effective risk assessments identify potential dangers to children and the action the childminder takes to reduce these in the home and while on outings. The childminder regularly tests fire safety equipment to maintain it in working order. She carries out practises of the evacuation procedure, although not always at sufficiently regular intervals. Currently the childminder does not monitor the effectiveness of the evacuation practises by recording these. The childminder underpins children's good awareness of safety by consistently practising road safety.

The childminder organises her childminding service well. She has effective paperwork to support clear understanding with parents and carers, such as written policies and procedures. Daily diaries provide focused information about children's days and progress. Good partnerships promote consistency and continuity to effectively underpin children's outcomes. The childminder has good open communication with parents and carers. She asks them to complete questionnaires to gain their views and opinions of her service to support good self-evaluation. The childminder demonstrates a high commitment and dedication to childminding and has a good understanding of the service she provides. She undertakes a broad and ongoing range of training to drive and maintain good continuous improvement.

All children achieve, as the childminder knows them well as individuals. She is able to identify their learning and development needs accurately. The childminder's policies embrace inclusive practice. Resources positively reflect diversity and these are available to children within their natural play, for example, books, dolls and small world toys. Children benefit from a homely environment that is very clean and well maintained. The childminder maintains her broad range of resources in good, clean condition. Children are able to choose freely from the resources, enabling them to make their own choices and decisions.

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

Children are happy, content and secure in the childminder's care. They benefit from positive relationships with the childminder. The childminder underpins children's good developing understanding of safety through consistent boundaries, such as always sitting while eating or drinking. The childminder is an effective role model to the children, for example, she uses good respectful manners when speaking to the children and encourages children to do the same. Children develop social skills through outings to interact and meet other children and adults. The childminder celebrates children's special events, valuing them as individuals. The childminder praises children warmly for their efforts and achievements promoting their self-esteem and confidence consistently.

The childminder provides good interaction to support children's learning through play based activities. For example, they count the pieces of the puzzles and begin to learn where they fit. The childminder uses speech, pictures and sign language to underpin and extend children's communication, understanding and language skills effectively. Children enjoy sharing books and as a result are developing good listening and concentration skills. The childminder listens carefully to children. She recognises and interprets children's physical communication effectively. As a result, she reflects back to children in spoken language underpinning children's language skills and meets children's needs effectively. Children take part in arts and craft activities at the minding home and during social group outings. This underpins children's creativity and extends their small physical skills. Children learn about sharing and turn taking as they share the resources with the childminder and other people. Overall activities mainly promote exploration and investigation well. The childminder has a thorough understanding of children's development. She undertakes regular observations and assessments and uses these effectively to plan for children's next steps in learning. She clearly identifies children's needs for further support, implementing effective activities and outings to underpin children's learning and development further. As a result, children develop good skills for the future and make good progress towards the early learning goals in relation to their starting points.

Daily routines underpin children's good health. Children learn that it is important to clean their hands before they eat. The childminder encourages the younger children to try to do this for themselves, increasing their independent skills. Healthy snacks, for example, bread sticks and rice cakes are offered to children, along with regular drinks. Children are beginning to recognise and understand their care needs, such as, pointing to the tissues when they need one. Sufficient time is allowed to enable children's physical skills to be challenged and extended, such as walking up and down stairs with the childminder's support. This promotes children's independent skills and strengthens the control children have over their bodies. Daily outings ensure children benefit from physical activity and fresh air as they visit the parks, local gardens and open green spaces.

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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