

Inspection report for early years provision

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Inspection date	01/03/2012
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 1992. She lives with her husband, adult son and two school age children in Ascot, Berkshire. The ground floor of the premises is used for childminding and an enclosed garden is available for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care six children under eight years at any one time, of these three may be in the early years age range. The childminder is currently minding three children in the early years age group. The childminder also cares for older children. The childminder able 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 build a secure relationship with the childminder in the child friendly environment she offers. A wide range of age appropriate toys, activities and experiences are available to children that support their development. The childminder knows each child's stage of development and there are some systems in place to track progress. Consequently, children make good progress in their learning. The childminder has a positive relationship with parents and carers, sharing knowledge of the children to provide continuity of care. She is an experienced childminder who reflects on her practice, recognising improvements that will benefit all children.

What steps need to be taken to improve provision further?

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

- improve systems of assessment for tracking children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder organises her day well. She follows clear policies and procedures, parental preferences and children's routines. Children play in a child-friendly environment. They have access to toys and resources that are well-maintained and provide opportunities to reinforce and gain new skills. The childminder regularly updates her safeguarding training and is aware of the procedures to follow should she have a concern about a child. All adults in the home are suitably vetted and the childminder supervises the children at all times. The childminder takes steps to

keep children safe and minimize possible hazards indoors and on outings by completing comprehensive risk assessments. Children's documentation is in place, stored securely, with confidentiality observed at all times. Policies and procedures are shared with parents.

The childminder offers an inclusive service, recognising each child as an individual and taking into account their needs. She acknowledges the value of finding out about children's families, backgrounds and other cultures to create an inclusive environment that will encourage children to feel a sense of belonging and promote their self-esteem. She builds effective communication links with parents and others involved in the children's care, providing continuity and consistency in learning.

Parents benefit from verbal feedback, a daily journal and are regularly asked to share suggestions and comments. Parents comment that children are treated with respect and kindness and always have fun and interesting things to do. The childminder demonstrates commitment to improving her provision. For example, she has addressed the recommendations made at the last inspection. She receives information and completes some training with the local authority. The childminder reflects on her practice. She identifies strengths and areas for development to maintain and improve the quality of care and learning experiences children receive.

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

Children play happily in the warm, friendly environment that the childminder provides. Children play with an interesting and challenging range of toys and resources initiating the own play. The childminder remains on hand to offer support when needed. Information about the children is shared with parents verbally, through photographs and using a journal about daily events. Discussions between the childminder and staff at pre-schools and schools children attend help provide continuity in their learning. For example, finding objects in the home to take to pre-school that begin with the letter of the week. Planning takes into account children's interests. The provision of interesting resources and activities promotes their learning effectively. Consequently, children make good progress in their learning. The childminder is an experienced childcare practitioner with a secure knowledge and understanding of children's development. She knows each child's stage of development and next steps well. However, while she is adept at visually observing children, there are limited systems of assessment for tracking children's progress towards the early learning goals.

Children's independence is promoted as the childminder encourages them to make choices, for example, as they select what they wish to play with. Children adopt a healthy lifestyle as they have opportunities for outdoor play in local parks, woods and the garden. They follow good hygiene routines and are beginning to understand about their bodies, for example, they help themselves to tissues to wipe their noses and put the tissues directly into the bin. Snack time is a social occasion as children of all ages sit together. This helps them feel included and

valued and promotes good future eating habits. Drinks are readily available. All dietary requirements are discussed with parents and a weekly menu informs parents what their children will be eating. Social skills are developed as children play together in the childminder's home and at groups they regularly attend.

Children begin to understand about keeping themselves safe as the childminder provides age-appropriate explanations about the possible consequences of their actions. For example, explaining why it is not a good idea to stand on a plastic box that is not strong enough to take their weight. Children enjoy their play. They happily sit with the childminder to look at books. Their learning is extended as the childminder chats to them, developing their language skills as she asks open ended questions. Children have opportunities to mark make and develop their creativity as they access crayons, paper and a range of art and craft resources. Future skills are promoted as they 'chat' on the telephone and know how to switch the television on.

Children develop an understanding of the world in which they live as they explore real and imaginary situations in their role play. For example, as young children give the dolls drinks and put them to bed. Children develop their problem-solving skills as they use construction toys, building garages of the right size in which to park their cars. Children behave well; they have clearly developed caring relationships with the childminder and her family and confidently make requests. They demonstrate increasing care for each other as they help each other, for example, an older child helps a younger child find a car. Events that are important to the children are celebrated with the childminder, with further opportunities to help develop an awareness of diversity through the pre-schools and schools they attend.

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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