

Inspection report for early years provision

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Inspection date	29/02/2012
Inspector	Melissa Cox
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 registered in 2011. She lives with her husband in Newbury, Berkshire. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is registered to care for no more than six children under eight years of age at any one time. Of these, no more than three children may be in the early years age group. Currently there are no children on roll at her home address. However, the childminder works as a co-childminder with her daughter at her daughter's home in Newbury, Berkshire. When childminding with her daughter, they may care for a total of no more than nine children under eight years of age at any one time. Of these, no more than four children may be in the early years age group, and no more than two children may be under one year at any one time. There are currently six children attending in the early years age group. The downstairs is mainly used for childminding with access to the first floor for sleeping. There is an enclosed garden for outdoor play. Local facilities, such as parks, schools and shops, are within walking or a short driving distance. The childminder is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in this child-centred, warm and homely environment. The childminder is dedicated to the children in her care and ensures their safety and individual needs are well promoted. Relationships with parents, carers and other childcare professionals are clearly established and valuable information is shared to promote consistency of care for all children. Overall, the childminder has made a good start in monitoring the effectiveness of her service and has started to identify areas for further improvements. She demonstrates good capacity for continuous improvement.

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 for self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good knowledge and understanding of how to implement procedures for child protection, to promote the well-being of the children. She understands her responsibilities in helping to protect children from harm. The childminder has attended safeguarding training and fully understands her role and the necessary steps to take with any concerns. The environment is safe and the childminder is proactive in minimising any risks to children. Effective risk assessments are in place for the different areas children use and for outings. The childminder has devised a good range of policies and procedures that inform parents well about the service she provides. All documentation related to statutory requirements is in place, to promote the safe and effective management of the setting.

The childminder provides a welcoming, rich and varied play environment, which plays a key role in supporting and extending children's learning. Space and resources are organised well to meet the needs and individual requirements of the children attending. Children's sense of belonging is promoted as they are encouraged to self-select from the range of toys available. Resources are age-appropriate and promote positive images of diversity. Children are very well supported to respect and value all people. They learn to avoid negative attitudes towards others through developing their knowledge and understanding of the wider world. This is further enhanced through the range of toys, images and the inclusive environment provided by the childminder.

The childminder promotes strong relationships with the parents and there is a good exchange of daily verbal and written communication. Parents are also offered additional time to discuss their child's progress and they are aware of any achievements made by their own child. For children who attend the local pre-school, the childminder communicates effectively sharing information, newsletters and themes to provide consistency. She works well with parents by providing useful information about her service and obtaining valuable information before care commences regarding children's health and welfare needs. She collates parents' opinions of her provision to include in her evaluation process. Parents speak very positively about the childminding provision and state that they are extremely happy with the good levels of care provided for their children.

The childminder has a clear vision for the future and has started to consider how her provision promotes positive outcomes for children. She has made an effective start to evaluating her provision, although she has not yet consistently identified all areas for development. The childminder shows a keen interest in developing her skills and knowledge further. For example, she attends a good range of relevant training events and discusses best practice with other established childminders. Through sharing relevant information, effective continuity and progression are secured for children.

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

Children make good progress as the childminder has a secure understanding of the Early Years Foundation Stage framework. She understands how children learn through play and provides a good range of resources and activities that fully supports their enjoyment and achievement. Planning and assessment systems are good and the childminder ensures that each child is sufficiently challenged through the experiences provided. Her planning reflects this and is adapted to meet the individual learning needs of the children attending. Themes identified by the other settings that children attend are followed through to consolidate learning further. Children's starting points in their learning are recorded and the childminder uses the practice guidance well to monitor children's progress towards the early learning goals. Observations help her to plan the next steps in children's learning and parents are engaged in this process. Children's progress and achievements are detailed in individual learning journals, together with a range of photographs and some examples of the children's work. The childminder knows the children well and she is fully aware of their individual interests and play preferences. She ensures children's thinking skills are encouraged by asking questions, which help them to make links in their learning.

Children are happy and relaxed as the childminder offers warm and affectionate care that supports their welfare and learning. The childminder's home is very welcoming and promotes a child-centred approach, which enables children to be self-assured, independent and secure. She interacts well with the children, asking age-appropriate questions and responding positively to their actions. Children develop good self-esteem as they make their own choices and decisions over what they want to play with and are cared for with patience and sensitivity. They receive plenty of praise and encouragement from the childminder, which helps to build the children's confidence and self-esteem. Children respond well to the calm, patient childminder and peaceful atmosphere within the home. They are encouraged to develop independence skills, good manners and make decisions about what they would like to do. Children's communication skills are fostered very effectively. They have regular opportunities to listen to stories, look at picture books and sing their favourite songs. They practise their mark-making skills, and love hand printing, manipulating dough and exploring the properties of sand and water. The activities and experiences provided help children to develop a good range of skills for their future learning.

Children learn the importance of keeping safe as they receive gentle reminders during play. All children show a strong sense of belonging and feel safe within the setting. This is due to the quality adult interaction, caring and nurturing relationships and good organisation of daily routines. Their good awareness of personal hygiene is demonstrated well. For example, they wash their hands thoroughly in a warm bowl of soapy water after messy play in the garden. The childminder encourages the children to select healthy options from their lunch boxes. Children have free access to their individual drinks throughout the day, which is monitored by the childminder to ensure they are suitably hydrated. Effective systems are in place to support children's welfare needs, including

information about individual dietary needs and parents' preferences.

Children enjoy being active and develop good physical and coordination skills as they use the suitable range of play equipment provided in the garden. They pedal on wheeled toys, bounce confidently on the trampoline and show high levels on concentration as they cut shapes into the play dough. They enjoy additional experiences such as visits to toddler groups, library sessions and rhythm time. These experiences provide children with a developing awareness of their community and time to socialise in the world around them.

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