

Inspection report for early years provision

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Inspection date	27/03/2012
Inspector	Catherine Greenwood
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 2011. She lives with her partner and two children, who are aged four years and one year. The family live in a house in the Owlsmoor area of Sandhurst in Berkshire. Childminding mainly takes place on the ground floor of the home. Toilet facilities are on the ground floor. Access to the premises is good and there is an enclosed garden for outdoor play. The family has two dogs and a cat. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The childminder can provide care for a maximum of four children under eight, of these; two may be in the early years age group at any one time. There is one child on roll in the early years age range. The provision operates from Monday to Friday, for most of the year.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well met. The childminder embraces their individual interests, which she uses to promote most aspects of learning and development. Key strengths of the provision are the childminder's caring and positive approach and the opportunities she provides for children to learn outdoors. The childminder regularly consults with parents, evaluates the provision on a day to day basis and makes continuous improvements. She accurately identifies the strengths and most weaknesses of the provision.

What steps need to be taken to improve provision further?

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

- provide opportunities for children to express their creative ideas through independent access to a wide range of resources
- improve the opportunities for children to begin to know about their own cultures and beliefs and those of other people, for example, by increasing the range of resources that reflect diversity.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of child protection procedures approved by the Local Safeguarding Children Board. She fully understands her responsibility to protect the welfare of the child and as part of the registration process has attended a safeguarding workshop. This has helped her to gain confidence in knowing what action to take. Children's safety is maintained through the use of comprehensive risk assessments, which include all outings and daily checks of the

premises. The childminder reflects on the quality of the provision and since registration, has adapted her approach, by using children's individual interests to plan activities and outings, for example, to a pet shop. The childminder asks parents if they are happy with the provision and has an open approach to accommodating any requests for the care of their children. She gives careful consideration to future plans that will consistently improve outcomes for children, for example, the provision of planting and growing activities in her garden. There is a good variety of indoor and outdoor play resources. Children are provided with good support and encouragement, which successfully increases their confidence in accessing resources independently, stretches their abilities and provides them with sufficient challenge.

Children's individual needs are well known and met. In the short time that children have been attending, the childminder has focused on developing their communication and language skills. Consequently, children have developed a sense of confidence and security that has enabled them to take part in all activities. The childminder plans activities to celebrate different religious events, such as, Easter. There are some resources available that reflect positive images, such as, play figures, books and puzzles, although these are limited, which restricts children's learning in this area of their development. Partnerships are satisfactory. The childminder understands that where children receive education and care in more than one setting, it is good practice to share relevant information to ensure continuity and coherence in their care and learning. She is committed to establishing this communication, if children she cares for in the future attend other early year's provision. The childminder forms positive relationships with parents and asks them for information that successfully helps children settle and feel comfortable in her home. She provides parents with detailed information about each child's day, through the use of a daily diary and is pro-active in suggesting the next steps to move children on in their individual development.

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

The childminder has a good knowledge of children's individual abilities and how to promote their learning and development. She uses children's individual interests to promote their learning, for example, by making regular use of local parks and woodland areas and taking them on visits in the local community. The childminder completes written observations which she uses to assess children's progress towards the early learning goals. Consequently, the next step for their learning is clearly identified.

Children are happy to be in the childminder's home and show independence as they choose play equipment from low level boxes in the sitting room. They are well behaved and learn to interact with others as part of a large group, during weekly visits to toddler groups. The childminder is observant of children during their play and quickly intervenes so that children learn to share and take turns with using resources. Children enjoy listening to stories and have favourite books, which the childminder reads and makes easily accessible. They enjoy making marks together

with the childminder as they use chalks on the garden paving stones.

Children show an emerging interest in colour and number and a good awareness of size, as they line up construction bricks around the childminder's fireplace. They recognise shape as they find and match battery operated ducks with different coloured shapes. Children have good opportunities to explore the environment through regular visits to parks and a local nature reserve. They collect pine cones in woodland areas and are very interested in footprints they see during these outings.

Children have good opportunities to develop their physical abilities as they balance on pavement kerbs and paths in local parks. They show agility and control of their movements as they jump on a trampoline, run freely in safe areas and use a small slide in the childminder's garden. Children play imaginatively with dolls and other favourite resources, such as, pushchairs, which they take into the childminder's garden. They have good opportunities to take part in adult-initiated activities, such as, cooking, use play dough and make Mothers day cards. However, art and craft resources are not made easily accessible, which restricts their independent creativity.

Children feel safe and secure because the childminder sets clear expectations, for example, when walking on outings. They learn about their own safety when crossing the road and climbing trees. Children enjoy a range of healthy snacks that include fresh fruit. The childminder asks parents to provide lists of food that children enjoy and takes this into account when preparing lunchtime meals. Children are protected from the risk of cross infection, as the childminder reminds them to wash their hands at appropriate times. Since registration, the childminder has achieved a level 2 qualification in food safety and hygiene, which has increased her awareness of good practice regarding food preparation.

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	1

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	3
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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