

Inspection report for early years provision

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Inspection date	09/05/2012
Inspector	Anne Faithfull
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 husband and their two children in Aborfield, Berkshire. All areas of the home are used for childminding and there is a fully enclosed back garden for outdoor play. The childminder makes use of local facilities such as, parks and toddler groups. The childminder can take children to and from local schools. The family have a pet cat, rabbit and guinea pig.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for four children under eight years at any one time, of these one may be in the early years age range. She is currently minding two children in the early years age range on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled in this warm and welcoming family environment. Children are making good progress in their learning because the childminder provides a range of stimulating activities, resources, experiences and outings. The childminder ensures her home is safe and children are aware of most of the safety procedures in place. A good partnership with parents has been established and most information regarding their child's development is obtained. The childminder shows dedication and enthusiasm to her role. She has made a good start at self-evaluation to help her identify key strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- obtain further information from parents regarding their child's achievements and progress already made at home, to help identify starting points
- practise the emergency evacuation procedure with the children.

The effectiveness of leadership and management of the early years provision

The childminder uses her childcare knowledge and experience very well. She has a wide range of policies and procedures to help ensure children's welfare is effectively safeguarded and promoted. She has a good understanding of the procedures to follow should she have a concern regarding a child in her care. The childminder ensures that only adults who have been vetted have access to the children. All visitors are requested to show identification and their name and time is recorded. The childminder is vigilant about safety issues and all potential

hazards to children are effectively minimised. She completes risk assessments for the home and outings. The childminder has an evacuation procedure in place; however, she has not yet practised this with the children.

Children benefit from the childminder's organisational skills. The childminder ensures all children can independently access a wide range of stimulating toys and resources. These are readily accessible both inside and out. The childminder knows each child well and recognises their personality and characteristics. She ensures all children are fully included in activities, outings and experiences. The childminder has a good understanding of her role to promote equality and diversity. She plans a range of activities and experiences to help children learn about diversity and the wider world.

The childminder has a secure and supportive relationship with parents and other settings children attend, to promote consistency of care and learning. Parents receive a range of information. Newsletters and daily discussion inform parents of how their child has spent their time. Parents make many positive comments about the childminder and the service she provides. These include how the childminder is energetic and fun, how very happy and excited their child is when they come home and the new skills the children are learning. They also appreciate how the childminder requests and listens to their views.

The childminder is committed to on going development in order to improve outcomes for children; for example. she intends to become a network childminder. The childminder has a range of systems in place to help evaluate her service. These include completing the Ofsted self-evaluation form and parental questionnaires. These measures help her identify strengths and areas for further development.

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

Children are happy in this warm and homely environment. The childminder's calm and caring manner helps children to feel settled, confident, included and secure. Children make good progress in their learning and development. The childminder uses her childcare experience to provide a range of activities and experiences that encourage children to learn through play. Children thoroughly enjoy participating in the activities that are fun and take into consideration their different needs, preferences, abilities and interests.

Each child has their own learning journey where the childminder records her observations and photographs. All observations are linked to each area of learning and these are used effectively to help identify next steps in their learning. The childminder obtains information from parents before their child starts. However, this does not include achievements children have already made in their learning to help her identify their starting points.

Children's early communication skills are effectively encouraged. The childminder

asks relevant questions during play; for example, what the water feels like and to name the items they are playing with. The childminder effectively links the song and story of the week into a range of experiences for the children. For example, they link animals they have seen during a farm visit to Old McDonald. Children readily participate in messy play activities using paint, soil and shaving foam. Children have great fun experimenting and exploring both indoors and out. Young children are encouraged to 'have a go' and to get messy. Children have daily opportunities to experience a range of textures and develop their senses through heuristic play. They enjoy touching and feeling different and everyday items made of wood and metal. Children develop skills for the future and an understanding of environmental issues. For example, they help re-cycle items they have used in the correct container and use a range of electronic resources in their play. The childminder uses everyday events to develop children's early number and counting skills; for example, during cooking or counting the number corks they are playing with or doors when they are out.

Children demonstrate a strong sense of security and are totally at ease. The childminder acts as a good role model. Children receive praise and recognition in their play, helping develop their confidence and self-esteem. Children are beginning to learn to share resources and to include others in their play. They show care and concern for each other. Children are aware of the routines in place, such as, taking off their shoes and hanging their coat up when they arrive. Regular visits to toddler groups and meeting up with other childminders for a picnic enable the children to socialise with others and become aware of the local community.

The childminder encourages children to become aware of hygiene routines; for example, reminding them why they should wash their hands after touching the animals. Children are beginning to be aware of safety issues and their own safety. The childminder gives gentle reminders, such as, how to use scissors and road safety procedures. Children eat healthy snacks and meals the childminder provides. They have many opportunities to develop their physical skills and play in the fresh air. The childminder follows children's sleep routines and ensures all children have opportunities to rest and relax if they require.

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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