

## Inspection report for early years provision

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<b>Unique reference number</b>	EY259977
<b>Inspection date</b>	14/05/2012
<b>Inspector</b>	Anne Faithfull
<b>Type of setting</b>	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 2003. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged nine and six years Bracknell, Berkshire. The childminder makes use of local facilities such as, parks and toddler groups. The childminder can take children to and collect them from local schools. The family have some fish.

The childminder uses the whole of the ground floor of the house for childminding with provision for children to sleep on the first floor bedroom. A fully enclosed rear garden is available for outside play. Her registration permits her to care for five children under eight years and of these three may be in the early years age range, at any one time. She is currently minding three children who are within the early years age range on a part and full-time basis.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are welcomed into the relaxed and caring environment where they are settled. Children are provided with a satisfactory range of play activities and experiences; however, organisation of space and resources is not always used well to fully support children's learning. The childminder has a sufficient understanding of children's individual needs and has positive partnerships in place with parents. Some information regarding their child's learning and development is shared with them. Partnerships with other settings the children attend have not yet been fully established to ensure continuity of care and learning. The childminder has a positive attitude to improvement and through reflective practice she can identify her strengths and areas for further development.

## **What steps need to be taken to improve provision further?**

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

- provide regular opportunities for parents to access and contribute to their child's learning journal
- develop partnerships with other early years settings which children attend in order to enhance continuity in their care and learning
- review the organisation of space and resources to enable children to easily access the full range of resources to make choices about their play.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a sound understanding of her role in safeguarding children and the procedures to follow if she has concerns about a child in her care. The childminder has procedures in place to ensure her home and the areas used by the children are safe and secure. These include completing risk assessments and conducting a daily visual check on the areas that children use and access. Regular emergency evacuation drills take place to ensure children are aware of the steps to take and exits to use in the event of a fire.

Children have access to both indoor and outdoor play space, where they are able to use some play equipment and resources that are clean and age appropriate. However, toys are currently only available in a small conservatory area and not in other areas to enable children to easily access the full range of resources and make choices about their play. The childminder is committed to providing an inclusive environment for all children and their families. She enables children to feel a sense of belonging as she welcomes warmly into her home and treats them as individuals with equal concern. The childminder promotes equality and diversity in a variety of ways including providing a range of books that reflect positive images of diversity, which helps to raise children's awareness of differences and the wider world.

Positive relationships are in place with parents. The childminder shares her policies and procedures with them so they are aware of the childminding service offered. Daily verbal exchanges of information ensure parents are aware of the activities their child has been involved in. Parents make positive comments in their reference letters including how happy their children are in the childminder's care and how flexible she is. Older children comment on how she is the best childminder in the world. The childminder has developed links with other providers that children attend. However, these are not fully established to share information regarding children's learning to enhance continuity in their developmental progress.

The childminder demonstrates a positive attitude to continuous improvement and development. She has completed some training and addressed all the recommendations from her last inspection. She uses daily reflective practice to help evaluate her childminding service and further improve the outcomes for children.

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

Children are happy in this homely environment. The childminder's caring manner helps children to feel settled and safe. Children make steady progress in their learning and development as the childminder is aware that children develop and learn as they play. Children receive a balance of activities and experiences both inside and outside the home. For example, helping the childminder find and pay

for items when they go shopping. The childminder continually talks to the children to help develop their early communication skills. She asks questions while they are playing, such as, to name the animals and the different colours of pencils they are using. The childminder encourages children's early learning and understanding of number in everyday events, as they readily count the skeletons together in the story book. Children show great delight and enthusiasm as they build a tower of blocks as tall as each other. The childminder extends their interest by talking to them about why the towers are different heights.

Children experience a range of media and creative activities for example, making sun catchers. They readily explain to the childminder how they are going to give the completed sun catcher to a member of their family. Children are developing skills for the future as they play with electronic toys and push buttons to operate doors and road crossings when they are out. The childminder has just implemented an observation and assessment system. This includes each child having their own learning and development journal. The childminder records the observations she makes, the areas of learning covered and their next steps in their learning in the file. However, these have not yet been shared with parents, to inform them of the progress their child has made in their learning or for them to include their views.

The children have a warm and trusting relationship with the childminder. The childminder offers praise and encouragement to the children to help them develop their confidence and self-esteem. The childminder uses a range of facial gestures and claps showing her delight to younger children on their achievements. Children share and take turns when required and include each other in their play. They are aware of the routines in place such as, sitting down to have their drink and readily help the childminder tidy up the toys when required. Regular visits to toddler groups and meeting up with other childminders and their children enable children to meet, mix and socialise with others. Children are learning about keeping themselves safe as the childminder talks to them about road safety issues to help them learn how to cross the road safely.

Children's health and safety are suitably supported. They appropriately learn the importance of hygiene routines as the childminder reminds them to use a wipe to clean their hands before having their drink or food. Children's food is provided by the parents. The childminder liaises with parents about any individual dietary needs and stores the food appropriately. Children have regular opportunities to develop their physical skills and play in the fresh air. For example, visiting a local soft play centre and using a range of outdoor equipment in the garden.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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