

Inspection report for early years provision

Unique reference number	EY440248
Inspection date	17/05/2012
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 2011. She lives with her husband and three children in Bracknell, Berkshire. The ground and first floor of the premises are used for childminding and there is an enclosed garden for outdoor play. The family has a dog, guinea pigs, hamster and fish.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time. The childminder is currently minding three children in the early years age group. The childminder also cares for older children. 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 are happy, confident and display a sense of belonging. The childminder promotes inclusion and each child's needs are met well. The childminder offers excellent resources and experiences that support children's welfare and development. Children are becoming inquisitive learners and are making good progress. There are strong links with parents and others involved in the children's care, with most information regarding children's learning being shared. The childminder demonstrates a commitment to improving practice. She recognises her strengths and areas for development, which will be of benefit to the children.

What steps need to be taken to improve provision further?

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

- develop the systems for including parents and others involved in the children's care, to promote continuity and progression in learning

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. The childminder knows the procedures to follow if she has a concern about a child. Visitors' procedures are in place and children are never left with persons who have not had the appropriate checks. The childminder maintains comprehensive policies and procedures to support her good practice, these are shared with parents. All the required information is in place, including

appropriate parental consents. All documents are stored securely and confidentiality is observed at all times. The childminder has considered all aspects of risk. She has taken steps to minimise these by completing comprehensive risk assessments. The childminder's records, policies and procedures effectively support children's welfare and learning.

The childminder provides a stimulating and attractive child friendly environment where children can move around confidently. There is an excellent range of stimulating and exciting resources to promote learning, both indoors and out. Toys and resources are attractively displayed and children are motivated and eagerly select what they wish to play with. Inclusive practice is observed. Each child is valued, has their needs met and their family circumstances and background respected. This helps foster self-esteem and promotes a sense of belonging. Children find out about their local community through outings. Festivals and events important to the children are celebrated. The childminder has a range of resources that promote an understanding of similarities and differences of others. The childminder is a good role model and she positively promotes images of gender, culture and disability.

The childminder has a good partnership with parents. Daily information on children's welfare is shared verbally and through a daily diary. Parents speak highly of the childminder and how much they value the care given to their children. They comment on the variety of activities and how comfortable and happy the children are. The childminder is building good links with other settings; for example, she shares information on children's welfare with staff at pre-schools they attend.

The childminder is aware of how to obtain information on training courses from the local authority. She discusses good practice with other childminders she regularly meets with. The childminder demonstrates an on-going commitment to implementing improvements that will benefit the children.

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

Children undertake a wide range of activities that effectively promote their development in all areas. This helps them make good progress in their learning. Children's independence is promoted as they self-select toys and activities that follow their interests. Consequently, children remain engaged in their learning. The childminder is on hand to support children's interests and move their learning forward. For example, children observed the life cycle of a caterpillar and the childminder helped them make a simple chart with measurements and drawings to show how the caterpillar grew. The childminder reflects on her planning to ensure all the areas of learning are covered. To show children's progress she uses photographs, observations, assessments and examples of children's work. These are also used to help plan future activities that meet individual needs. These records are regularly shown to parents but the system for sharing learning

experiences from home and other provisions children attend are not yet fully in place. This leads to some gaps in their shared knowledge of the children. The childminder develops a close relationship with the children, who are clearly happy and secure with her. She understands how to promote children's language skills; for example, repeating words back to young children in simple sentences to help develop conversation. Activities such as cooking, stacking blocks and puzzles help develop mathematical concepts and problem solving skills. Children find out about the environment and the natural world by helping look after the family pets and growing vegetables and flowers in the garden. Children are taught how to keep safe through simple and effective activities, such as putting on slipper socks so they don't slide on the wooden floors. Children have access to a wide array of role-play resources and use their imaginations to explore real and pretend situations. Children's future skills are promoted while they play with interactive toys, for example, listening to the sound the chick makes when they press the button to make it cheep. Children enjoy nursery rhymes and songs and move spontaneously to the music during their play. Examples of children exploring their creativity through a range of media are available through photographs and art work displayed around the home.

Children behave well. Their behaviour is managed sensitively with lots of praise for their achievements, which helps build children's self-esteem. For example, they smile happily when the childminder says 'well done', giving them the confidence to progress and take new challenges. Children regularly play in the garden for fresh air and exercise. They also walk to the river and visit local parks. The childminder offers healthy snacks and meals and encourages children to drink regularly. She has good procedures to help prevent the spread of infection. She raises children's awareness of looking after themselves, for example, explaining why they need to wash their hands after stroking the dog. The childminder demonstrates a commitment to improving her practice. Her knowledge of the early learning goals and understanding that children learn through play enables children to progress well in her care.

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	1
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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