

Inspection report for early years provision

Unique reference number	EY367119
Inspection date	22/05/2012
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.

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Description of the childminding

The childminder registered in 2007. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband, her parents and two children aged nine and five years in 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 has two cats and a snake.

The childminder uses the whole of the house for childminding. 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 two 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 good.

Children are supported well as the childminder recognises the uniqueness of each child. She provides an inclusive service where each child is respected, valued and included. Children's welfare is suitably promoted and children are aware of most of the safety procedures in place. All children have their learning and welfare needs met effectively. The childminder is aware of each child's individual needs, routines and requirements. Good partnerships are in place with parents and most information is obtained from them before their child starts. The childminder is committed to continuous improvement and has good systems in place to evaluate her practice.

What steps need to be taken to improve provision further?

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

- develop further the assessment system in place, to include information from parents regarding their child's starting points, and other achievements already made at home or other settings they attend
- promote children's understanding of safety further by ensuring they participate in the emergency evacuation procedures.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well in the childminder's care. She is vigilant and has a good understanding of her role in safeguarding children and the procedures to follow if she has concerns about a child in her care. The childminder ensures

children play in a safe environment. She has a range of procedures in place. A range of written risk assessments and the completion of a daily visual safety check ensures any hazards are identified and minimised. The childminder has moved home since her last inspection and she has put in place a fire evacuation plan for her new home. However, she has not yet practised this with the children so they can begin to be aware of the steps to take in an emergency.

Children can access a variety of age appropriate toys and resources. The childminder ensures they are readily available in the main areas of the home used by the children. The childminder rotates the toys and resources on a regular basis so the children do not become bored, and to ensure they reflect children's ages and interests. The childminder promotes equality and diversity well. She enables children to feel a sense of belonging as she treats them as individuals with equal concern. All children are included and are encouraged to begin to be aware of the lives and cultures of others, through a variety of resources including play people, puzzles and books.

The childminder develops good relationships with all the parents. The parents' welcome pack contains all the childminder's policies, procedures and other information relating to her childminding service. Parents make many positive comments in their reference letters and questionnaires. These include how happy their child is in her care, the warm, organised and friendly environment provided and how flexible, professional and caring the childminder is. The childminder ensures children's continuity of care and learning as she liaises with staff from other settings the children attend.

The childminder has a number of systems in place to evaluate her practice; these include completing the Ofsted self-evaluation form and giving parents regular questionnaires to complete. The childminder is committed to ongoing development. She is currently working towards obtaining a National Vocational Qualification at level three in childcare. She has also readily addressed the recommendations from her last inspection. These measures help her to continually improve the outcomes for children.

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

Children are happy and comfortable in the care of the childminder. Her calm and caring manner helps them to feel settled and secure. Children make good progress as the childminder has a good knowledge of how children develop and learn through play. Children thoroughly enjoy the individual time and attention they receive from the childminder. She plans activities and resources to suit their stage of development, spontaneity and play preferences. The childminder continually talks to the children to help develop their early communication skills such as, asking questions about their favourite television characters.

The childminder makes regular observations on children and records these in their individual achievement files. All observations are linked to each area of learning

and the childminder effectively uses them to help her identify children's next steps in their learning. However, although the childminder obtains information from parents, this does not include information regarding their child's achievements already made in their learning, to help her initially identify their starting points. Parents can see their child's file at any time and can include their comments regarding their child's learning and development. Children are developing their creative skills in a variety of ways. They thoroughly enjoy helping the childminder create a welcome poster with pictures and the word 'hello' in a range of languages. Children use their imagination well as they role play feeding and putting their baby to sleep in the pushchair. The childminder extends their interest and communication skills by asking them questions about their baby. All children are developing skills for the future. Younger children use a range of cause and effect toys and older children can access a range of technology including a computer.

Regular visits and outings with other childminders enable the children to socialise with others and become aware of the local community. For example, attending children's music groups and going to a pizza restaurant for lunch, so they meet up with other children and eat together. Children are beginning to be aware of the lives of others. They celebrate different festivals and events in their own lives such as, participating in a St. Georges day tea party and World Earth Day. The childminder is calm and patient and children readily go and sit on her lap for hugs and cuddles. Children receive regular praise and encouragement for their efforts and achievements, which helps to boost their self-esteem and confidence. The childminder has good strategies in place to encourage good behaviour. For example, the thinking mat which helps the children begin to be aware of how their behaviour may affect others.

Children's good health is promoted well. This is because the childminder has a secure knowledge of children's individual health and dietary needs. They enjoy healthy meals and snacks that the childminder and their parents provide. The childminder offers a clean environment. She has procedures in place to prevent cross-infection such as, wearing gloves when changing nappies. Children are beginning to be aware of the hygiene procedures in place. The childminder encourages them to be aware of the different ways they can clean their hands such as, using soap in the home and hand gel when on outings. Children are beginning to be aware of their own safety through reminders and discussions with the childminder. For example, they talk about stranger danger and how to cross the road safely when they are out. Children have many opportunities to develop their physical skills and they go out in the fresh air daily. For instance, visiting local soft play centres and parks where they play on a wide range of large outdoor equipment.

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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