

Inspection report for early years provision

Unique reference number	EY381211
Inspection date	10/09/2009
Inspector	Lisa Ellis
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 2008. She lives with her husband and four children, who are all aged over eight years, in a house in a residential area of Bracknell, Berkshire. The whole of the ground floor is used for childminding and children access the first floor to use the bathroom. There is a fully enclosed rear garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently two children in the early years age range on roll.

The childminder is a qualified nursery nurse, a member of the National Childminding Association and has pet cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder knows the children in her care well and treats them as individuals to promote their welfare. She provides developmentally appropriate activities that interest them and help them to make progress in their learning. The childminder has a good understand of the requirements and fully meets most of them. She is able to identify strengths and areas for improvement within her setting which helps her to make continuous improvements to benefit the children in her care.

What steps need to be taken to improve provision further?

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

- further promote fire safety by practising safe evacuation with the children, recording any problems encountered and how they were resolved

The effectiveness of leadership and management of the early years provision

Children are well safeguarded in the childminder's care as she has a very good understanding of her responsibilities in helping to protect them from harm. She has up-to-date information about the referral system should she need to report child protection concerns and is aware of the action to take should allegations be made against herself. Her safeguarding policy is shared with parents so they are fully aware of what she would do if she had concerns about the children's well-being.

All children are treated with equal respect and learn about others in the wider

community through toys and posters that reflect diversity. The provision is well organised with a dedicated playroom and separate areas for children to rest and sleep. Equipment is stored accessibly to allow children to self-select toys and equipment to promote their independence and make choices in their play.

The childminder has made improvements which have had a positive impact on the children. For example, she has put pictures up on the walls in the playroom to make it more child friendly. She has also identified that the children would benefit from having more storage in the garden so they can access the equipment as easily as when playing indoors. She has addressed the issues raised at her registration visit to ensure the required paperwork is in place.

Partnerships with parents are good as the childminder works closely with them to ensure the children's individual needs are met. She offers home visits to help children get used to her prior to being left in her setting and asks parents to provide her with information about children's likes and dislikes. Home routines are followed as closely as practical to promote consistency of care and help children to settle. Parents have access to all the childminder's policies and procedures and are asked to sign to acknowledge them. Feedback is given on a daily basis about the children's day and what they have been doing. Diaries are used for young children to give feedback about sleeps, nappies, meals and bottles to ensure parents are fully informed of what they have done. The childminder works with other early years settings that the children attend by ensuring messages are passed to the parents as appropriate.

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

Children are relaxed and well behaved with the childminder. They benefit from very high levels of interaction as the childminder talks to them about what they are doing, asking questions to encourage them to think and problem solve for themselves. Children learn skills for the future such as sharing and taking turns and are familiar with their daily routines. The childminder provides a very good range of activities around things that children are interested in. For example, they are learning about the book 'The very hungry caterpillar', and have been participating in a wide variety of activities based on the story which cover all areas of learning. Children show great enjoyment having the story read to them, with children of all ages getting involved. For example, the older child joins in with familiar sentences and the baby bounces up and down with excitement, flapping her arms.

Children get involved in practical, hands on experiences such as counting out objects in books and doing craft activities based on the shapes they can see in the story. They talk about the lifecycle of a caterpillar and make butterfly pictures demonstrating their creativity. The childminder extends the learning into the children's snack time by preparing fresh food that is found in the story. They then talk about the food that the caterpillar eats and whether or not it is healthy food. Children learn about nature by discussing what insects they may see in the garden if they look under leaves, and by taking part in growing activities.

The childminder is very experienced in caring for young children and has a very good understanding of how children learn and develop. She keeps records about the progress children are making and shares her observations with the parents. As she knows each child and their capabilities well, she ensures that she identifies the next steps in their learning to enable them to make continued progress in their development.

Children are cared for in a safe and secure environment. The childminder carries out risk assessments in the home, garden and when on outings to promote children's safety and reduce the risk of accidents. Procedures are in place for safe evacuation, although children have not yet practised fire drills to help them understand what to do in the event of an emergency.

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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