

Inspection report for early years provision

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Inspection date	20/07/2011
Inspector	Tracy Bartholomew
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 was registered in 2000. 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. In addition, two step children regularly stay at the family home. They live in Ascot, Berkshire. The whole of the ground floor of childminder's house is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children aged under eight at any one time, of these no more than three may be in the early years age group. She is currently caring for three children, two of whom are aged under five years old. The childminder walks to the local schools to take and collect children. The childminder attends the local parent and toddler group and takes children to the local library and the local park. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are developing competently within their learning and development whilst in the care of this childminder. The childminder has highly positive relationships with parents and good working partnerships with other professionals involved in the children's care, which enables her to meet each child's needs effectively overall. The childminder undertakes a programme of self-evaluation which generally highlights areas for future development well. As a result there is a clear capacity for ongoing improvement and outcomes for children are good.

What steps need to be taken to improve provision further?

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

- develop the partnerships with other early years provisions further, in order to promote fully a consistent and cohesive approach to children's learning and development.
- continue to improve assessments of children's achievements, to identify learning priorities and plans relevant to their next stages in development

The effectiveness of leadership and management of the early years provision

The childminder has a consistently high quality understanding of her role to safeguarding children, which helps her protect them securely. She ensures that the children are protected from strangers and the environments in which they play are

safe and secure. She has a comprehensive understanding of the procedure to follow for child protection and has recently attended training to update her knowledge and understanding in this area. Safeguarding and maintaining children's well-being are successfully prioritised within all policies and procedures. Records, such as risk assessments, are comprehensive and cover all areas that the children come into contact with. This helps to ensure that all possible hazards are identified and minimised. The childminder provides parents with access to her policies and procedures and required documentation is in place to support children's health and well-being.

The childminder has effective systems in place to promote individual needs, diversity and equality. She uses her knowledge well to inform her daily practices and routines, this as a result succeeds in promoting the children's self worth and self esteem, as they feel included and valued. Children's profiles and planning are in place, although not fully reflective of the children's progression, attainment and next steps. Nevertheless the children do experience the six areas of learning daily, and the childminder is fully aware of how she can promote outcomes for all children, whilst meeting their individual needs accurately.

The childminder's home is warm and welcoming and provides a child-friendly play space. The playroom is well stocked with a wide range of quality resources which support children's learning and development very well. The childminder places strong emphasis on sustainability.

The childminder has an accurate knowledge of the effectiveness of her provision and is committed to continuous improvement. She reflects upon her practice and seeks feedback from the parents of children in her care. An excellent partnership with parents is established. Two-way communication is promoted and parents are continually kept up to date with the daily practices and plans, through daily verbal communication and the use of daily record books. Good quality links have been established with others involved in the children's care, although further development of these would enhance continuity to identify needs and provide the best learning opportunities for children.

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

Children are confident, self assured and feel safe whilst in the care of this childminder. The childminder is committed to promoting children's development and stimulates their learning through worthwhile and exciting activities, tailored to their individual interests and developmental stages. All children receive good one-to-one support, attention and emotional support which as a result promotes their confidence and enables them to feel secure. The childminder promotes and adapts her practice readily to offer challenge to children throughout the activities on offer, which as a result helps the children to make good progress.

Children respond excitedly to the activities on offer. They become engrossed in the doll house and then excited when the childminder plays imaginative games with

them, such as pretending to go to the cafe and having a tea party. Children talk confidently about food that is healthy and include discussions on where the food comes from; the use of money develops and extends their understanding of mathematics.

Children respond excitedly when the childminder praises them for their efforts in colours and counting. They enjoy hunting enthusiastically for the shaped star to go on the shape sorter and develop their imaginations well as they pretend these stars are flavoured ice creams for all to share.

Children enjoy a variety of creative activities, such as exploring colours, paints and art materials. They become engrossed in these activities while learning new skills, such as drawing and letter forming. Children have daily opportunities to play outdoors in the safe and enclosed garden which has a good range of resources including a slide and cars. They enjoy regular outings in the local environment, such as attending local children's groups and visiting parks. This encourages them to be active on a regular basis.

Children's behaviour is good overall, which is due to the childminder's consistent approach, as she praises positive behaviour and encourages children to show respect and care for others. Children gain an excellent basic understanding of healthy lifestyles. They play in an extremely clean, secure and comfortable homely environment. They already know that eating fruit is good for them and mimic this within their play. First hand experiences help children understand the importance of good personal hygiene routines such as washing their hands before eating and using separate towels for hand drying. The childminder has a good selection of resources, such as books, dressing up and toy people that promote positive images of diversity; this coupled with regular outings in the local community, helps develop children's sense of belonging and understanding of the wider world.

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	1
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	1

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	1
The extent to which children adopt healthy lifestyles	1
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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