

Inspection report for early years provision

Unique reference number	EY266873
Inspection date	07/09/2011
Inspector	Sheena Bankier
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 has been registered since 2003. He is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for six children under eight at any one time. He co-childminds with his wife, and together they may care for a maximum of eight children. There are currently six children on roll in the early years age group between them.

The childminder and his wife live in Harmans Water, Bracknell, Berkshire. The childminder's have two children who live at the premises with them, one of whom is an adult and the other secondary school aged. The whole of the first floor of the property is mainly used for childminding, a bedroom on the second floor is used for sleeping purposes. There is an enclosed garden for outdoor play. There is a flight of steps to the first floor from street level.

Local facilities are within walking distance, such as, parks, schools and shops. 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 settle exceptionally well at the childminding setting. Good quality interaction, activities and outings promote children's learning and development, mostly very effectively. The childminder and his co-childminder organise their childminding service efficiently. They are highly vigilant in promoting children's safety and welfare. Excellent relationships and communication with parents result in consistency and continuity in children's care and learning.

What steps need to be taken to improve provision further?

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

- consider providing pictures representing options to support children in making and expressing choices and the use of print to promote children's learning about words, for example, labels and pictures on the storage boxes
- consider offering additional visual support to promote communication further, and encouraging children to use other languages spoken at home.

The effectiveness of leadership and management of the early years provision

The childminder has a comprehensive knowledge and understanding of safeguarding issues. He demonstrates an excellent understanding of his

responsibilities to safeguard children's welfare. The childminder and his co-childminder provide an exceptionally safe environment and make excellent use of safety equipment. The childminder promotes children's understanding of safety extremely well, for example, during play he effectively underpins children's understanding of the importance of wearing a seatbelt during role play in the ride on cars outside. Regular checks and procedures take place to promote safety very effectively, such as, checking fire safety equipment regularly and practising the evacuation procedure.

Good working practices result in the childminder and co-childminder taking on different roles and responsibilities to organise their childminding service successfully. Through discussions and questionnaires, the childminder actively seeks parents and children's views and suggestions to support good self-evaluation. The childminder undertakes some training to support his good practice and his co-childminder provides information from training she undertakes to develop his understanding and knowledge further. The childminder and co-childminder take good account of advice and support from the local authority early year's advisors. As a result, the childminder and his co-childminder evaluate their service effectively and drive good continuous improvement.

The childminder treats children with equal concern and respect and promotes respect for other people, such as, using good manners. A good range of resources and activities promote children's understanding of the diverse society. A good range of resources are available to the children and the childminder makes effective use of local facilities, such as, visiting local parks regularly. An excellent range of information is available to parents. The childminder communicates extremely well with parents and provides extensive information about their children's activities and outings, for example, through providing photographs. The childminder understands the importance of good partnerships; he has established good communication with local schools and pre-schools.

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

Children settle well in the childminding environment due to the warm and welcoming atmosphere. Children are extremely settled and happy in the childminder's care and form excellent relationships with him. They demonstrate they feel exceptionally safe and secure in his care. New children settle extremely well and form excellent bonds with the childminder, for example, enjoying 'high fives' and 'thumbs up' as part of their developing relationship. Children learn about keeping safe through reminders and clear boundaries.

Ongoing praise and encouragement boosts children's self-esteem and confidence. Children demonstrate good levels of confidence as they make their own choices, such as, to play indoors or outside in the garden. Resources are available to children in boxes and a self-selection unit. Children are unable to see what is in some boxes. There are currently no labels or pictures on the boxes to enhance children's independent choices further and to promote children's understanding

that print carries meaning. Children confidently call the childminder and co-childminder by name to ask questions or to chat to them. The childminder encourages and underpins respect for others as he supports children in sharing and turn taking with resources.

Children make good progress towards the early learning goals through the broad range of activities, outings and play experiences. Children benefit from good interaction with the childminder. This supports and extends their learning and development effectively, for example, with play dough and shape stencils he extends children's concentration at the activity and promotes their learning. The childminder demonstrates some understanding of additional languages children speak and uses a small number of words in other languages. Currently, the childminder has not considered using additional resources and words to promote communication further. Children develop good skills for the future as they learn through play, for example, to count and to recognise colours.

The childminder is vigilant in maintaining good hygiene practice and provides a good role model to the children, for example, he explains why he needs to clean his hands after disposing of a nappy and about germs spreading. This underpins children's good understanding of keeping healthy. Children benefit from regular physical activity and fresh air. The doors are open to the garden in suitable weather and enable children to free flow in and out of doors as they wish. Regular visits to the park provide challenge to children's physical skills as they use different equipment. The childminder offers regular suitable drinks to the children, along with healthy balanced meals and snacks that include fruit and vegetables. This strongly supports children in understanding healthy choices.

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
--	---

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----