

Inspection report for early years provision

Unique reference number	EY350355
Inspection date	12/12/2011
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 and their three children in Wokingham, 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 childminder uses the whole of the ground floor of the house for childminding. A fully enclosed rear garden is available for outside play. Her registration permits her to care for six 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-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm and welcoming family environment where they are supported well as the childminder recognises each child's individual uniqueness. Children are making good progress as the childminder provides them with a range of stimulating activities, experiences and outings to support their early learning through play. Children can independently access a range of toys and resources. However, currently, resources to help them develop their senses are limited. The childminder is committed to continuous development and she has a range of effective systems in place to evaluate her service to highlight areas for improvement to further enhance the outcomes for 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:

- provide a range of different resources to encourage children's sensory development.

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. The childminder has attended safeguarding training since her last inspection to ensure she is up to date with the procedures to follow and the contact number to call if she has concerns about a child in her care. The childminder helps to ensure children play in a safe environment through using the range of procedures she has in place. These include a range of written risk assessments and the completion of a daily safety

check to help ensure any hazards are identified and minimised. The childminder has effective systems in place to practise her emergency evacuation drill, and to enable the children to begin to be aware of the steps they should take and exits to use in an emergency.

The childminder organises the downstairs of her home well to enable children to move around freely between the playroom and the other indoor and outdoor areas. Children can readily access a good range of toys and resources independently as the childminder ensures they are stored and displayed at their height. The childminder ensures the activities and resources she provides help children to learn and develop as they play. However, currently, there are limited resources available to the children to help them develop their senses in a variety of ways as they play and explore. The childminder knows each child well and recognises each child has their own personality and characteristics. She ensures all children are fully included in all the activities, outings and experiences she provides. The childminder has a good understanding of her role to promote equality and diversity and she plans a range of activities and experiences to enable children to learn about diversity and the wider world. These include taking the children to visit a family member who uses a wheelchair so they can see and talk to the person about what it is like using a wheelchair and how they manage to get around.

The childminder develops strong partnerships with all the parents. They all receive a copy of her policies and procedures in place before their child starts. The daily feedback given is appreciated by all the parents as it informs them of how their child has spent their day. Parents make many positive comments in their reference letters, such as the genuine love and care the childminder shows towards their child, the range of outings provided and how children blossom in her care. All parents stated they would highly recommend the childminder to others. The childminder has secure partnerships in place with the other settings the children attend to ensure continuity of care and learning. The childminder has systems in place to evaluate her practice. These include completing the Ofsted self-evaluation form and seeking the views of the children. The childminder has positively addressed all the recommendations from her last inspection and attended training to update her knowledge. This demonstrates her commitment to ongoing improvement and development.

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

Children are happy in this warm homely environment. The childminder's calm and caring manner helps children to feel settled, confident, included and secure. Children are making good progress in their learning and development as the childminder provides a stimulating and fun environment which caters for each child's individual needs and requirements. The childminder has flexible daily plans in place so she can respond positively to children's spontaneity and daily interests. Each child has their own observation book which includes photographs of them participating in activities, the observations made by the childminder which include

the areas of learning covered and the child's next step. Parents can access their child's book at anytime so they can see the progress their child has made in her care.

Children are beginning to be aware of number, shape, colour and size in a variety of ways, for example, they help to weigh and count the ingredients when they cook. The childminder also helps them to recognise and name the different shapes of the large foam blocks as they play with them. Children are beginning to be aware of the environment and learn skills for the future. They use a range of electronic toys and collect and bring items from home to use in their junk modelling or use the larger boxes to make dens. Children's imagination is developing well as the childminder uses their current interest in bugs to enable them to dress up as butterflies, wasps and insects. The childminder provides children with a variety of activities and fun experiences to enable the children to learn about different cultures, such as tasting foods from different countries and asking the children which country the food has come from. Children also celebrate a range of festival together and they readily talk to the childminder about events in their own lives, such as a family member having a baby.

Children's early communication skills are developing well as the childminder continually talks to them, asks relevant questions and she encourages the children to respond to her questions. For example, asking them what they are making with the play dough and the children readily reply strawberry cakes. All children have developed good relationships with each other and they readily share the resources and show care and concern for each other. Children fondly talk about the children who are not at the childminder's that day and they demonstrate a strong sense of security and are totally at ease in the childminder's care and home. The childminder acts as a good role model and children receive praise and recognition in their play, this assists them in developing their confidence and self-esteem. Regular visits to local toddler groups and meeting up with other childminders enable the children to socialise with others and become aware of the local community.

Children's health is promoted well. The childminder encourages the children to become aware of hygiene routines as she reminds the children why they should wash their hands after using the toilet and why they have to put their hands over their mouth when they cough. Children thoroughly enjoy the food the childminder cooks for them which includes a range of Burmese dishes which are a favourite with all the children. They help to choose the menus and all children can readily access a drink when they require. All children have daily opportunities to play outside in the garden or go for walks in the fresh air, for instance, to the park or local places of interest. Children's physical development is promoted well, for instance, they use a range of resources as they play. Visits to the local park enable the children to use a wide range of equipment which encourages them to balance and climb. Children are beginning to be aware of safety issues and their own safety as the childminder reminds them of road safety when they are walking to school and not to go up the steps on the very large slide in the playground.

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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