

Inspection report for early years provision

Unique reference number	EY391565
Inspection date	14/10/2009
Inspector	Anne Jeanette Faithfull
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 rates 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 08456 404040, 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.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 2009. She is registered on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children in Sandhurst, 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 house for childminding with provision for children to sleep on the first floor bedroom. A fully enclosed rear garden is available for outside play. Her registration permits her to care for four children under eight years and of these, two may be in the early years age range, at any one time, and she is currently minding four children who are within the Early Years Foundation Stage on a part time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a very welcoming, warm and calm family environment to all children in her care. She recognises the uniqueness of each child and provides an inclusive service where each child is valued and included. All children have their learning and welfare needs met effectively as the childminder has developed an excellent partnership with parents to ensure she is aware of each child's individual needs and requirements. The childminder effectively monitors and evaluates her provision and this demonstrates her commitment to ongoing improvement and development.

What steps need to be taken to improve provision further?

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

- ensure risk assessments include the name of the person who completed them
- develop methods for sharing information regarding children's progress and next steps in learning with the other settings they attend

The effectiveness of leadership and management of the early years provision

The childminder provides a fully inclusive environment where children's individual needs are continually recognised and respected, for example she is currently minding a set of twins and she is very aware to respect their individuality and preferences. 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. The childminder is aware of her role in safeguarding children and ensures she has up to date knowledge of the

signs and symptoms of abuse and the procedures she should follow if she has concerns about a child in her care. The childminder ensures people who have regular contact with the children are suitable to do so. Comprehensive risk assessments are in place for the premises and outings to ensure children are safe, however the name of the person who completed the risk assessments is not recorded. Children are beginning to learn about keeping themselves safe as they regularly participate in the fire evacuation drills and road safety as the childminder reminds them why they should stop, look and listen. The childminder organises the space in her home well to ensure children have space to move around freely and independently.

The childminder thoroughly enjoys her time with the children and is enthusiastic about the role she plays in their lives and the resources and activities she provides. Children are beginning to independently select the toys and resources they wish to use as the childminder ensures they are readily accessible for them. The childminder, in the time she has been registered has developed an excellent partnership with the parents. Detailed information is obtained from them to ensure that continuity of care is offered and all specific needs are met and catered for. Parents receive good quality information about the childminding service which includes being given well written policies and procedures. Parents also receive a daily written diary detailing their children's routines and activities they have participated in. Parents are kept fully informed of their child's progress as they can access their child's 'learning journey' and the childminder actively seeks parents' views of her service as they complete questionnaires a few weeks after the child has started to ensure she is meeting their needs and requirements. Parents readily comment in their letters how well the childminder works within the Early Years Framework (EYFS), to ensure children develop and learn in her care and how she provides a safe and stimulating environment. Currently, the childminder has not yet fully developed partnerships with other settings the children attend to enable her to ensure consistency and continuity for children's care, learning and development. The childminder reflects on her practice and has completed a comprehensive self-evaluation. She is committed to improving and developing her service in order to continually improve the outcomes for children and her child care knowledge, for example, researching information on multiple births and working towards obtaining a relevant childcare qualification.

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

Children are happy and comfortable in the childminder's home. The childminder's calm and caring manner helps children to feel settled, confident and secure. The childminder uses her knowledge to provide children with a range of activities and experiences, which are interesting, fun and help to promote their early learning and development effectively. For example, children readily participate in making a large tree out of different coloured tissue paper for autumn which the childminder has placed on the patio door so all children can see. The childminder is beginning to observe and assess children to ensure all areas of learning are identified and to support children to make good progress in their early learning. She effectively uses the observations made to help identify children's next step in their individual

learning. The childminder offers appropriate support and guidance when required. For instance, helping younger children to choose the toy car they want from the car box.

Children have the opportunity to explore and learn as the childminder provides children with a treasure basket full of different items such as, dried pasta which feels different and gives children the opportunity to develop their fine motor skills as they try to pick the pasta up. The childminder encourages children to develop their early listening skills as she pours the pasta into the basket and they talk about how it sounds like rain. Children are beginning to be aware of the environment as the childminder is encouraging the older children to think about how much paper they are using and if they can use both side to draw on. All children enjoy a variety of activities outside such as, twig painting and collecting the leaves. The childminder has themes in place and the current theme is autumn, so she provides a range of activities linked to autumn which are suitable for all the children who attend as she adapts the activities to each child's stage of development. For example, older children make hedgehog cakes out of chocolate and houses for the hedgehogs to live in and younger children decorate fairy cakes to look like hedgehogs. Each child has their own scrap book where items of their work are displayed and their art work is displayed around the home giving children a sense of belonging.

Children readily go on outings with the childminder to local toddler groups, churches and parks in the area. These outings and visits enable the children to begin to be aware of their local community and to mix and socialise with others. The childminder has flexible daily plans and routines in place and readily responds to children's spontaneity. For example, one child was enjoying playing with the cars so the childminder ensured they could also access the garage for the cars if they wished to extend their play. Younger children readily enjoy a cuddle as they listen to a story with the childminder and children are beginning to make choices about the books and stories they listen to. Children have developed a secure relationship with the childminder and are developing relationships with her children. They are beginning to understand they must share the toys and resources and the childminder effectively uses distraction and explanation when children wish to play with the same toy. Children receive regular praise and encouragement for their efforts and achievements, which helps to boost their self-esteem and confidence.

Children are well nourished. They eat healthy snacks and meals and the childminder ensures children can access drinks regularly. Children are given time to consume their food at their own pace so mealtimes are a sociable and pleasant occasion where the childminder talks to the children about what they have been doing. Children have many opportunities to develop their physical skills, for example, using a range of small equipment and playing in the garden or park on larger outdoor resources. Younger children who have just started to walk can move around freely developing their balancing skills as the childminder ensure there is free floor space and supports children if required. Children are beginning to learn about health and hygiene procedures as the childminder wipes their hands before snacks and meals reminding them why she is doing this and she wears gloves when changing their nappies.

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

How effectively is the Early Years Foundation Stage led and managed?	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	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	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

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