

## Inspection report for early years provision

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<b>Unique reference number</b>	EY331807
<b>Inspection date</b>	26/11/2009
<b>Inspector</b>	Lynne Elizabeth Lewington

<b>Type of setting</b>	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 was registered in 2006. She lives with her husband and two children in a residential area of Bracknell in Berkshire. The childminder's home is close to the town centre and other local amenities. Children have access to all areas of the home. There are communal gardens to the rear of the property which children use, under the direct supervision of the childminder. There is level access to the premises and toilet facilities on the ground floor.

The childminder is registered to care for a maximum of two children at any one time. She is currently caring for one child in the early years age range. Children regularly go to the park, soft play centres, local places of interest, toddler group and the library. The childminder is registered on the Early Years Register and both the Childcare and Voluntary Childcare Register.

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 receive warm nurturing care in a homely environment where they enjoy access to a broad variety of toys and activities suitable for their ages and abilities. They are happy and settled in the childminder's care. Health and safety is promoted well and care is taken to build positive relationships with all parents for the benefit of the children. Improvements have been made since the last inspection and the childminder is clearly reflecting on her service and taking positive steps to continuously develop her skills and the service she offers.

## **What steps need to be taken to improve provision further?**

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

- improve knowledge and understanding of equality and diversity in order to confidently develop this area of practice
- improve understanding of the areas of learning and development and how the activities undertaken encourage children's development

## **The effectiveness of leadership and management of the early years provision**

The childminder safeguards children well through her knowledge and awareness of the signs and symptoms of abuse and the actions she would take if she was concerned for a child in her care. Clear policies support her service and inform parents of her role. Comprehensive risk assessments indicate care is taken to ensure any risks are managed effectively. For example, safety gates are in place in doorways, car seats are fitted securely and dangerous items are out of sight and

reach of children.

Good use is made of the available space enabling the children to have easy access to space for floor and table top play. Provision is made for them to sleep comfortably and safely in a warm and quiet environment. The shared outdoor space is used regularly with close supervision providing opportunities for play and physical activity. A broad range of good quality, age appropriate toys and resources are easily accessed by the children enabling them to make choices in their play.

The childminder meets individual needs well as she takes time to talk to parents about their children and find out about individual need. Children learn to accept others as they go on outings and meet other children and adults at the library and the park. All children are included and respect shown for their individuality. Good quality fact and fiction books are available depicting a diverse society and the childminder organises activities that reflect her culture. However, the childminder lacks awareness and confidence in her knowledge and understanding of equality and diversity in order to be able to constructively reflect on this area of her practice.

Positive partnerships with parents develop through good communication. A daily diary enables the parents to be kept informed of activities, food eaten, rest times and any other relevant information, in addition to face to face contact. A comprehensive pack of information is available for parents consisting of short easy to read informative policies and other useful information. This helps parents to fully understand the service offered and what they should do if they are not happy with any aspect of the service offered.

The childminder makes good use of services available to support her in her work. She seeks advice and support from the early years service, is a member of the National Childminding Association (NCMA) and attends training opportunities relevant to her work. She understands the importance of developing good relationships with others involved in children's care in order to provide a co-ordinated service.

The childminder actively seeks to continuously improve. She attends training opportunities and uses published materials to support her record keeping. Self evaluation has identified areas the childminder plans to improve and develop for the benefit of the young children in her care. This includes enabling the children to identify and select toys more easily and developing opportunities for them to make choices in the meals they eat and participate in meal preparation.

All the required documentation to meet the requirements of registration and support the service offered are maintained in good order and easily accessible when required.

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

Children clearly enjoy and achieve in this nurturing environment where they are developing skills for the future in their daily play. Each day has a routine which includes opportunities for making choices, undertaking planned activity, outdoor activity, meals and rest times. This simple flexible routine helps children to feel secure and happy. The childminder uses lots of praise and encouragement, for example praising and clapping the child for using a potty. Children laugh and giggle as they play showing their enjoyment. They participate in a dominoes game actively identifying pieces and carefully placing them in the correct place. Later they identify the shape the dominoes have made on the floor and carefully step into it, increasing their balance and co-ordination and also awareness of the name of the shape. The childminder monitors the children's progress and identifies activities that will encourage the next steps in their learning. However, whilst the children do experience a broad range of activities the childminder is not sufficiently confident in her knowledge of the areas of learning and development to be able to clearly identify how the activities they undertake promote aspects of development.

Children demonstrate an increasing awareness of good health and hygiene routines and are assisted appropriately by the childminder. They eat a variety of healthy meals which include meat, vegetables and fruit and are encouraged to have regular drinks. Mealtimes are an enjoyable relaxed social occasion when the childminder sits and eats with the children. Each day the children have opportunities to run and play in the park or in the garden developing their physical skills and senses in the fresh air. Children develop their awareness of safe behaviours through the routines they follow on outings and in the car. For example, they learn to sit in their car seats and wear their seat belts, to hold hands or the buggy and look and listen as they cross the road with the childminder. Gentle and consistent reminders encourage the children to behave safely indoors. Children practice an evacuation procedure regularly and consequently learn the importance of leaving the premises swiftly when required to.

The childminder recognises the children's developmental stage and how this affects behaviour. She deals with behaviour appropriately in a calm and effective manner, setting a good example to the children. They go on outings in the local community where they meet different people, use books which reflect a diverse community and make items to mark cultural events. Children learn to share and take turns in their play and to look after the toys and resources treating them respectfully and putting them away when they have finished. These simple activities provide an important base relevant to their age for them to begin to learn to respect other people and property.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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