

Inspection report for early years provision

Unique reference number	EY348475
Inspection date	13/11/2008
Inspector	Susan Victoria May
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2007. She lives with her husband and daughter aged 19 months in the Woodley area of Reading. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is registered to provide care for no more than five children under eight years; of these not more than two may be in the early years age group. She currently has five children under eight years on roll whom she cares for on a part-time basis. The childminder is prepared to take and collect children from local schools and pre-schools.

Overall effectiveness of the early years provision

The childminder acknowledges children's individual needs and provides a warm, friendly environment for children to develop emotionally, socially and physically. Routines allow children to rest, play and learn as they participate in enjoyable activities. Clear practices ensure children are kept safe. Policies and procedures promote an inclusive, welcoming environment. The childminder identifies the need to improve her knowledge and understanding of children's learning and assessment, in order to promote their development and identify next steps.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge and understanding of the Early Years Foundation Stage to help promote and support children's learning
- develop systems for observation and assessment to identify and plan for children's next steps in learning

The leadership and management of the early years provision

The childminder organises her home and the children's resources so that they can develop independence as they make choices and select their toys. She establishes routines that support the children's care and development and plans some activities in advance, for example, outings or messy activities such as play dough. Children's health and well-being are protected through the written policies and procedures for the setting; these include safeguarding, medication procedures, accident and incident reporting and complaints. Children's safety is enhanced through good routines, these include making children aware of the evacuation routes in case of a fire and helping older children begin to recognise personal safety. For example, putting on seat belts and learning about road safety. Children's attendance is monitored with arrival and departure times noted,

personal records for each child are maintained confidentially.

Parents express confidence that their children are happy and enjoy attending the setting. Children's starting points, likes and dislikes and any particular needs are discussed with parents initially. The childminder spends time at the end of each day to give parents appropriate feedback about their children's well-being. However, systems for observing and assessing children's development and identifying their next steps in learning and sharing this with parents are not yet in place. The childminder provides an inclusive practice for the children she cares for, and is aware to help children develop as individuals. Children are safeguarded under the childminder's care. She has a sound understanding of the signs and symptoms of abuse and the procedures to be followed following any concerns. Parents have access to the child protection policy.

In evaluating the provision, the childminder is aware that her knowledge of the Early Years Foundation Stage is limited but recognises her strengths in enjoying her role as a childminder. Whilst a self evaluation was not conducted, the childminder is aware of her capacity to improve, particularly within the areas of children's learning and development.

The quality and standards of the early years provision

The childminder has good procedures in place to promote children's health and well-being. For example, she follows procedures for nappy changing that prevent cross infection and helps children to wash hands after messy play and before meals. Parents understand the policy which ensures children are kept at home if suffering from sickness or an infectious disease. Children's food provided by the parents is stored to ensure it remains fresh and water is always available and offered to young children frequently. Every day opportunities are in place for daily exercise and fresh air through play in the garden, walks to the park and trips to local pre-school groups. Children are kept safe within the home and garden as, for example, child-proof locks are fitted to cupboards where cleaning materials are kept, safety gates are in place, and toys and equipment are checked on a daily basis. When out and about with children the childminder is vigilant, allowing children the freedom to explore while monitoring their safety. Risk assessments are in place.

Children behave generally well and the childminder encourages good manners and offers praise for positive behaviour. Children's cultures, beliefs and religions are respected appropriately and the childminder includes some aspects of other cultures into her routines, celebrating festivals, for example. The childminder has a satisfactory understanding of the stages of children's development and of promoting children's learning through their play and of providing resources which support this. For example, young children have access to electronic sound toys, books, stacking toys, role play resources, toys to push and pull and malleable materials such as play dough and sand. The childminder encourages children to develop their problem solving skills as they do puzzles and extends their understanding of the natural world as they go for walks in the local parks.

During activities the childminder is on hand to offer appropriate support to develop children's learning, for example, a young child makes a cup of 'tea'; the childminder then sits at the child size table with another younger child and repeats words and simple sentences back to them to reinforce their emerging sound and language skills. However, while her attention and interest helps to increase children's confidence and self-esteem, the absence of systems in on-going assessment of children's development and next steps does not fully support children's progress towards the early learning goals.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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
--	-----

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.