

Inspection report for early years provision

Unique reference number	EY291702
Inspection date	16/12/2008
Inspector	Rosemary Davies

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 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 registered in 2004. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children, aged six weeks, six years and eight years, in Speen on the outskirts of Newbury in Berkshire. Shops, toddler groups, a park, library and other amenities lie within walking distance. The childminder can take children to and collect them from local schools, nurseries and pre-schools. The family keep a dog and rabbit as pets.

Minded children may use the entire house, with the conservatory equipped as a designated playroom. A fully enclosed rear garden is available for outside play. The home is accessed by a step; the toilet is currently upstairs. The childminder is a member of the National Childminding Association. Her registration permits her to care for two children in the early years age range at any one time. She currently minds one child aged three years, who attends on a part-time basis.

Overall effectiveness of the early years provision

Warm relationships lie at the heart of everything this childminder does with minded children. When with her, children progress well in the Early Years Foundation Stage (EYFS). She provides them with suitable experiences that promote their welfare, learning and development effectively. She offers an inclusive setting, meeting the individual needs of children well. The childminder shows good capacity to improve her provision further, although self-evaluation systems are not yet fully effective.

What steps need to be taken to improve provision further?

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

- develop planning systems to ensure these cover all areas of learning fully, both indoors and out
- use a systematic method of self-evaluation, such as that provided by Ofsted.

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a record of risk assessment in line with the requirements of the EYFS (Documentation).

30/01/2009

The leadership and management of the early years provision

The childminder takes a professional approach to childminding. She responds to outside advice and undertakes training, adapting her practice accordingly, so improving what she offers the children. For example, she undertakes observations

of children's play in response to the introduction of the EYFS. The childminder attempts to evaluate her practice but the lack of a systematic method leaves some weaknesses unidentified. Nevertheless, she shows willingness to improve her provision and undoubtedly has the capacity to do so.

The childminder organises her home and time effectively for childminding purposes. She manages family commitments well alongside the needs of minded children; consequently, all receive individual attention and their needs are met. All children are included in everything she offers, suited to their individual levels of learning and development.

The childminder safeguards children well. Her daily practices reflect her policies, such as promoting children's personal hygiene routines consistently. All required documentation is kept confidentially; this includes parental permissions, records and an accurate register of attendance. However the childminder lacks a record of risk assessment, as required by the EYFS. Nevertheless, her procedures keep children safe, both when on her premises or on outings.

The childminder establishes effective relationships with parents. She knows local nurseries and pre-schools and so helps children move to these by getting to know their other key carers. This encourages a smooth transition.

The quality and standards of the early years provision

Children enjoy the wide range of interesting activities offered to them, choosing from a wealth of resources in the conservatory and making their own decisions about what to do. The childminder achieves a good balance between adult-led activities and those children do by themselves. She plans experiences that promote each of the six areas of learning well; however she cannot be certain that the different aspects are covered fully, owing to the lack of a monitoring system. Nevertheless, careful observation of children's play and discussion with parents, results in activities matching children's capabilities and interests well.

The childminder is a good role model, taking a calm, consistent and positive approach. She develops extremely good relationships with children; they appear happy and secure in her company and so are ready to learn. Children enjoy a cuddle whilst hearing stories, during which the childminder questions them effectively, prompting them to think as they listen. She also supports other activities well, for example when making Christmas decorations, she encourages children to count and name shapes. Children take walks in the locality and visit local parks, but taken overall, the six areas of learning are not promoted as fully outside as they are indoors.

Children use a clean and secure home environment. The childminder teaches them good personal hygiene routines and works closely with parents to encourage healthy eating. Children play in safety, as the childminder identifies and minimises potential risks appropriately. She teaches children how to keep themselves safe, such as when walking to and from nursery. She encourages self-reliance, for example patiently waiting while children manage their outdoor clothes. Children

learn the fundamentals for their future lives, such as the importance of books, how to count and taking turns with others for adults' attention.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	2
How well are children safeguarded?	2

Quality and standards

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

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 the last inspection.

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.