

Inspection report for early years provision

Unique reference number	EY365053
Inspection date	20/03/2009
Inspector	Deborah Jacqueline Newbury
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 their two children aged nearly six and two years in a first floor flat in Owlsmoor in Berkshire. The whole of the flat is used for childminding purposes apart from the master bedroom. Access to the property is via a flight of stairs. There is no garden but the childminder provides alternative opportunities for outside play. The property is close to local schools, a park and other community amenities. The family has a pet dog.

The childminder is registered to care for a maximum of three children under eight at any one time. There are two places for children in the early years group. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll. The childminder walks to local schools and nurseries to take and collect children. Children visit local parks, the library and a carer and toddler group.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are settled and content in a relaxed atmosphere and in the company of their carer. Everyone is treated fairly and with equal concern although some aspects of inclusion are not fully developed. The childminder promotes children's welfare needs appropriately and is developing her knowledge of the learning and development requirements. There are some weaknesses in respect of systems for self-evaluation and use of observation and assessment.

What steps need to be taken to improve provision further?

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

- develop systems for self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children.
- develop a systematic and routine approach to using observation and assessment to plan the next steps in a child's developmental progress and learning
- maintain a regular two-way flow of information with parents and between other providers of the Early Foundation Stage (EYFS) to ensure a shared approach to supporting children's welfare, learning and development
- help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues.

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

- carry out a full risk assessment for each type of outing children are taken on (Safeguarding and promoting

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children's welfare)

The leadership and management of the early years provision

Since registration, the childminder has completed required training courses and has made some improvements to the organisation of her play provision. This means that children know where to find different items and can more easily access toys themselves, which enables them to become more independent. She has begun to reflect informally on her provision but has not yet considered any comprehensive system for self-evaluation to identify areas for further development to improve outcomes for children.

Children's welfare is safeguarded by the childminder's satisfactory knowledge of local child protection procedures and her use of appropriate safety measures throughout the home, which allows children to move freely and independently around those areas used for minding. She has completed a basic risk assessment covering all areas of her home although has yet to put together a formal risk assessment in respect of outings. The childminder maintains all other required documentation appropriately.

The childminder takes time to speak with parents and she provides them with a daily diary, which contains details of their day. The childminder displays her intended weekly activity plan in the hallway, so this can be easily viewed. However, channels of communication are not yet sufficiently well focussed on children's learning. Parents do not provide information about their children's starting points and there is no system for encouraging them to support their children's learning at home.

The quality and standards of the early years provision

Children have access to a variety of different play materials. They enjoy listening to children's music CD's that are played softly as background noise. They notice when these finish and ask for another one to be put on. They remain involved in their play as the childminder sits with them and joins in, for example by encouraging them to help put the railway track together. Children talk about the track growing bigger and are helped to understand the need to bring the two ends together so they can move the trains along it. They count the number of trains they have and confidently name the colours of these. All children enjoy exploring the play food and pretending to 'cook' on the toy barbeque. The childminder asks questions and encourages them to identify the different items they have. They sit and listen with interest to stories, such as Goldilocks and the three bears, explore mark making, investigate how to operate a spinning top and notice what happens when they press different buttons on an electronic toy. The childminder encourages everyone to join in together and she makes suggestions for other things they might like to do when she notices their attention wanes, such as playing with the bricks. Children like constructing with these. They persevere to fix them together and are encouraged to see how high they can build their towers without them falling down.

Whilst activities and experiences do cover different areas of learning, children have less opportunity to find out about and appreciate diversity and difference as there are few resources that reflect positive images and this is an area that is not planned for fully. Use of observation and assessment as a means of monitoring children's progress and achievements and planning the next steps in their learning are also at a very early stage of development.

Children benefit from fresh air and exercise as the childminder makes a point of taking them out every day. They visit different parks and go to a childminding group and so, become familiar with their local community as well as develop their social skills. They learn about good personal hygiene practices and the childminder ensures that even young children can gain a level of independence when washing their hands through the provision of a step, which means they can all reach the wash basin. Children bring food from home. They drink regularly throughout the day as their water bottles remain within their easy reach and the childminder makes a point of topping these up so they do not become dehydrated. Children gain some awareness of how to manage their own safety as the childminder encourages them to help her look for cars as part of teaching them about road safety. She has spoken to them about fire safety although children have not had the opportunity to practise evacuating the premises to further develop their understanding of what they should do in the event of an emergency. Children are learning how to share with the support of the childminder as she encourages them to take turns and to play with particular resources together. Children are praised, which promotes their self-esteem and confidence and they display a sense of achievement as they proudly announce that they have done things.

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?	3

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?	3
How well are children helped to be healthy?	3
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.