

Inspection report for early years provision

Unique reference number	510202
Inspection date	04/02/2009
Inspector	Sheena Bankier
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

This childminder has been registered since 2000. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her family in Thatcham. The ground floor of the home is used for childminding and there is an enclosed garden for outdoor play. The family have a pet cat.

The childminder is registered to provide care for up to six children under eight. There are currently three children on roll, one of whom is in the early years age group. Children attend on a full and part time basis. A childminding service is offered all year round.

The childminder uses local facilities with the children, such as, the library, toddler group and parks. She is able to take and collect children from local pre-schools and schools. The childminder is a member of an approved childminding network.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children benefit from a safe and stimulating environment where they feel welcome and included. The childminder uses her knowledge and understanding of the individual children to provide purposeful experiences. Children make good progress in their learning and development. Some parts of the development records lack sufficient detail. Excellent partnerships with parents ensure effective continuity and consistency in meeting children's individual needs. The childminder actively reviews and develops her practice through regular training and visits from the local authority network coordinators.

What steps need to be taken to improve provision further?

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

- develop further the evaluation of children's learning and development progress, use this information to support planning for children's next steps in learning
- further extend children's development records to provide clearer links to the early learning goals and Early Years Foundation Stage (EYFS), use this information to help plan for children's next steps in learning.

The leadership and management of the early years provision

All required documentation is in place and the childminder has thorough systems to ensure routine paperwork is completed, such as, the attendance register and a record of visitors. The childminder successfully promotes the safety and well-being of the children, for example, through risk assessments for outings. She has devised

her own comprehensive policies and procedures, and parents receive a full copy of these. This ensures parents have a clear understanding of her service and provide additional support and advice when needed, such as, supporting children in times of significant changes in their lives.

The childminder's secure knowledge and understanding of child protection promotes the safeguarding of children's welfare. She has undertaken training and has a written policy and procedure, and other relevant documents. As a result, she is able to respond appropriately in the event of having concerns about a child.

The exceptionally strong partnerships with parents contribute significantly to children's individual welfare and learning needs. The childminder spends time gainfully with parents discussing children's needs. As a result, the childminder has a clear understanding of parents' wishes and parents receive in depth information of children's days and progress. The childminder also provides a written daily diary. This provides a daily account of children's activities, care needs and some aspects of their learning and progress. The childminder uses the daily diaries as a basis for the children's development records. She also uses children's own work and photographs to support this. However, the records of children's progress at times lack clear links to the early learning goals and the EYFS. As a result, the childminder is not always able to utilise the information to support her in planning for children's next steps in learning.

The quality and standards of the early years provision

Children benefit from warm, secure relationships with the childminder. They are relaxed and at ease in her care, and are well settled. The childminder values children as individuals. She promotes children's feelings of self-worth and their self-esteem through her positive interaction and praise. Children are engaged in purposeful interaction and play with the childminder. Through this, the childminder provides effective extension to their learning and development, for example, when mark making the childminder introduces objects to draw around, which increases the children's control. She also introduces mathematical language as they talk about what has been created, such as, 'big' and 'small' circles. Although the childminder uses her visual observations to extend children's play, she does not always sufficiently evaluate children's development as an aid to supporting her in planning for the next steps in children's learning.

Children develop confidence outside of the home through regular visits to childminder drop-in and toddler groups. This supports children's social skills as they learn to share the resources and meet a larger group of children and adults. Within the home children enjoy social mealtimes around the table. The childminder encourages good relationships across the age range of children attending, through games and activities all children can participate in, for example, 'Simon Says' and observing the night sky together. As a result, these promote children's personal, social and emotional development.

The childminder supports children's language skills well. They enjoy discussions together and the childminder listens to children carefully. This enables her to

respond appropriately. Visits to the library to choose books promotes children's interest in them. Books are freely available to children at the setting. The childminder encourages children to relate their own experiences whilst reading books with them. This supports children's understanding of time as they recall past events.

Outings in the local area enhance children's understanding of their community. They learn how things work, such as, pressing the button to open the door when visiting the bank. They meet people and begin to understand what they do. Visits to the lakes support children's understanding of living things, such as, ducks. These activities promote children's knowledge and understanding of the world.

Musical instruments and dance provide fun and enjoyment. The children and childminder explore the different noises the instruments make and sing songs while they play them. This supports their creative development. Dancing promotes children's physical development and their enjoyment of music. This supports children in their understanding of space and encourages control over their movements.

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?	2
How well does the setting work in partnership with parents and others?	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.