

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY375218
<b>Inspection date</b>	04/02/2009
<b>Inspector</b>	Glenda Pownall
<b>Type of setting</b>	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 registered in 2008. She lives with her husband and three children, who are aged four, nine and 12 years, in Caversham Park, Reading, Berkshire. The childminder uses the whole of the ground floor of the house for childminding with sleeping facilities provided on the first floor. There is an enclosed garden for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups. The family has a cat and tropical fish.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children at any one time. She is currently minding two children part-time in the early years age group and one older child before and after school.

## **Overall effectiveness of the early years provision**

Overall, the provision is good. The childminder has the capacity to improve as she has a clear understanding of the strengths and weaknesses of her practice and has implemented positive changes since registration. The childminder is caring and provides an inclusive service where most of the children's needs are very well met. She knows each child well and this encourages them to make good progress overall towards the early learning goals.

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

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

- develop the planning system to ensure it focuses on each child's individual learning needs and interests including the very youngest children
- provide opportunities for children to freely explore and experiment using a range of media
- ensure the manufacturers age recommendations are followed with regard to the large play equipment in the garden, such as the trampoline and swimming pool and ensure appropriate safety measures are in place when the swimming pool is erected to prevent children accessing the water unsupervised.

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

All required records and procedures for the safe and efficient running of the provision are in place. In addition, the childminder provides parents with written policies to ensure they are fully informed of the childcare service provided. The childminder discusses with parents and records detailed information about each child to ensure she is aware of their individual needs. The childminder has a generally good understanding of how to manage and eliminate risks. She carries out a daily risk assessment to ensure the premises are safe for children to play in.

The detailed written risk assessment includes evaluations for different types of outings although these are not specific to the places children visit with the childminder. The childminder is not certain of the recommended age range for large garden equipment or the recommended height of protective fencing for the large paddling pool when in use to protect children fully. The childminder has a good understanding of safeguarding procedures and has recently attended training to increase her awareness of this aspect of her provision. She is confident of what to do if concerned a child is at risk from abuse.

The childminder works closely with parents to ensure continuity of care for children. She fosters a good working relationship with parents where daily diaries, verbal discussions and a display of children's work involve them in the care and learning their children receive. Parents find the childminder informative, supportive and well organised and say for the children it is 'home from home'. The childminder evaluates the effectiveness of the care and learning she provides through speaking with parents and observing children's interest and enthusiasm for activities and considers these to improve practice. The needs of younger children are not always considered when planning activities. The childminder identifies this as an area for improvement and is booked onto a relevant course to develop her knowledge and understanding of planning for each child's individual needs.

## **The quality and standards of the early years provision**

Children have regular opportunities for physical exercise in the fresh air through walks to the local woods, visits to play parks and playing in the garden. Young children crawl across the floor after resources that take their interest, as there is space for them to move around and play freely and safely in the home. Most resources are within easy reach of children and they are able to go to the playroom to choose resources for themselves developing independence and decision-making skills. Children appear happy in the care of the childminder; they readily approach her for help or cuddles indicating trusting relationships. The childminder responds positively to the sounds and gestures young children make promoting their language development and self-esteem. She introduces counting to children by singing number songs and as part of daily routines, such as encouraging young children to count their shoes as they put them on. Young children show interest in technology as they explore a good range of toys that enables them to push buttons and operate simple mechanisms to make lights flash and animals appear. Planning includes activities to develop children's knowledge of different festivals and customs. Children participate in a wide range of creative activities but they are not able to freely explore and experiment with media because too much emphasis is given to the finished product.

Children develop understanding of how to keep themselves safe through clear explanations from the childminder and regularly participating in emergency evacuation drills. They learn to adopt good personal hygiene routines through effective support from the childminder. Young children are prepared for routine tasks as the childminder explains to them what is to come, such as 'cold cream' and 'wet wipe'. Children's own routines are followed to ensure their individual

needs are met. The childminder records observations of children's achievements and identifies their next steps in learning which are discussed with parents. Children learn to play cooperatively with each other through sensitive intervention from the childminder and regular outings to toddler groups. The childminder is calm and patient with children and uses praise effectively to encourage a sense of self-worth. Consequently, children behave well.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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.