

Inspection report for early years provision

Unique reference number	510253
Inspection date	08/07/2009
Inspector	Caroline Hearn
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 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 1989. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and two daughters aged 17 and 20, in Reading, Berkshire. The whole of the property is used for childminding and is readily accessible. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time and is currently minding five children, in both the early and later years age range, on a part-time basis. The family have a pet cat.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children clearly enjoy spending time with this experienced childminder. She offers all children a wide range of activities which promote all areas of their learning and development. Due to this children make good progress.

What steps need to be taken to improve provision further?

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

- consider how children's observations can be used to plot their next steps of learning
- ensure risk assessment covers all areas

The leadership and management of the early years provision

The childminder reflects on her practice to see how this can constantly be developed to meet the ongoing needs of all children. She develops good links with parents and other early years settings the children may attend. This ensures information regarding the children is shared and promotes good continuity of care for the children.

The childminder is clearly aware of how to safeguard children by ensuring adults in the household are suitably vetted and being aware of the appropriate routes of referral for any child protection concerns.

The quality and standards of the early years provision

The childminder ensures children are offered a wide range of activities which well reflect their interests. Children are encouraged to recognise their names and self-register themselves when they arrive in the morning by taking their name from the board. They also learn about numbers and colours in simple ways such as counting

different coloured cars when out for a walk. Children form close relationships with the childminder and other children and as a result the children organise themselves into role play games with little adult intervention. The childminder remain close at hand and intervenes and moves the activity on if required. This results in the children being confident and happy to try new things. Records are maintained showing each child's level of attainment and these are shared with both the children's parents and other early years settings the children may attend. The records do not however show the children's next steps of learning, which means that it is not easy to plot this.

Children are supported in learning about how they can keep themselves safe. Older children are spoken to about stranger danger and younger children learn how to cross the road safely. These messages are given in an age and stage appropriate way to ensure they do not frighten the children. The childminder undertakes risk assessments, these however are not comprehensive as they do not cover all outings undertaken with the children. Children's behaviour is managed in a consistent way. The childminder makes good use of distraction and discussion. As a result, children's behaviour is good and they are considerate to the needs of others. To promote inclusion the childminder has ensured her house and resources are easily accessed by all. She ensures she is fully aware of any additional needs children may have and tailors activities and day to day routines to best meet these children's needs.

Children's good health is promoted through discussions at mealtimes about which foods are best for them. To increase their understanding of where food comes from they go with the childminder to the shops to select and purchase items for meals. Children are safeguarded from the spread of infection as the childminder encourages them to follow simple everyday routines such as hand washing and not sharing cups. Children enjoy daily opportunities to undertake outdoor play and learning.

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?	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

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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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