

Inspection report for early years provision

Unique reference number	117009
Inspection date	09/06/2009
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 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 1993. 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 four children in Reading, Berkshire. The ground floor of the house is used for childminding with access to the first floor for bathroom and sleeping facilities. There is a fully enclosed garden for outside play. The family has a pet cat.

The childminder is registered to care for a maximum of six children at any one time and is currently minding two children in the early years age group on a part time basis. The childminder walks to local schools to take and collect children. The childminder is able to support children with learning difficulties and/or disabilities.

The childminder holds a childcare qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a wealth of experience caring for children and this enables her to provide an effective service to parents and children. Children are highly valued as individuals and benefit from a warm family environment. The childminder has a secure understanding of her role and responsibilities, for example, to safeguard children. All required documentation is in place to promote children's well-being. A good range of resources, activities and outings support children's learning and development.

What steps need to be taken to improve provision further?

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

- develop the risk assessment further to include how potential hazards to children are reduced and minimised
- develop further links with other settings to promote children's outcomes.

The leadership and management of the early years provision

The childminder has a sound understanding of how to safeguard children. She has undertaken some relevant child protection training and has a good understanding of the procedures to follow in the event of concerns about children's well-being. As a result, this safeguards children in her care.

The written risk assessment clearly identifies potential hazards to children. However, the childminder has not fully considered extending the risk assessment to reflect how she minimises and reduces risks to children. The childminder takes appropriate steps to minimise potential dangers to children by using suitable safety equipment, for example, stair gates are in place at the top and bottom of the

stairs. The childminder closely supervises children at all times at all times to promote their safety.

All required documentation is in place to meet children's individual needs and to support their well being. In addition to the required paperwork the childminder has some written policies and procedures. These support her good practice and service. Parents receive copies of these ensuring they have a clear understanding of the childminding service.

The quality and standards of the early years provision

Children benefit from care that is individual to their specific needs. This means the childminder has a very good understanding and knowledge of the children as individuals. Familiar and consistent routines are followed which provide a secure environment for children. Children benefit from a warm, inviting family home where they feel included and acknowledged, for example, each day at snack time the children and childminder talk together about their day. This values them as individuals and ensures they have a good sense of belonging. Children are very happy and well settled in the childminder's care. Children benefit from lots of praise and encouragement to build their self-esteem and confidence. This effectively promotes children's personal, social and emotional development.

Children enjoy and benefit from a good range of toys, activities and outings to support and extend their development. Regular outings to the park and local university gardens ensure children develop their physical skills through walking and using play equipment. They learn about their local environment and extend their understanding of living things, such as, feeding the ducks and watching the ducklings. At the childminding home the children observe frogspawn turn into tadpoles and then frogs. This extends their knowledge and understanding of the world. Children develop their creativity and imagination with activities that include all children attending, for example, having a pretend tea party, playing with musical instruments together and dressing up for role play. This supports their social skills as well as their creative development. Children develop understanding of numeracy as they count with the childminder during every day occurrences, such as, counting items as they tidy them away.

The childminder has a sound understanding of the individual children's development. She recognises achievements in the children's development. The childminder uses this information well to identify and support children's next steps in learning. Written observations and daily diaries are in place along with photographs and examples of children's own work. These provide a picture of children's good progress towards the early learning goals. The childminder shares this information with parents and provides ideas for activities to undertake at home. This promotes children's outcomes. The childminder has not fully considered developing partnerships further with other settings to promote consistent learning and development outcomes for children.

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- put in place a written procedure in regard to safeguarding children 23/06/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the compulsory part of the Childcare Register. 23/06/2009