

Inspection report for early years provision

Unique reference number	EY102892
Inspection date	08/05/2009
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2002. 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 Lower Earley. The ground floor of the home is mainly used for childminding with access to the first floor for sleeping purposes. There is an enclosed garden for outside play. The family has two pet cats.

She is registered to provide care for no more than six children under eight years. There are three children on roll in the early years age range. Local amenities are within walking distance, such as shops, parks, schools and pre-schools.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a clear understanding of the service she provides. She demonstrates understanding of both her strengths and the areas to develop and improve. Further training has been undertaken, which increases the childminder's practice. A good range of activities, outings and resources support the children's learning and development. The childminder works in close partnership with parents. She knows the individual children's needs well and meets these positively.

What steps need to be taken to improve provision further?

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

- develop and extend observations and assessments to clearly identify the next steps in children's learning
- consider using the 'Development Matters' part of the EYFS as a guide to tracking children's development and to provide support in planning for children's progress.

The leadership and management of the early years provision

Effective health and hygiene procedures ensure the spread of infection is minimised, such as regular hand washing routines and nappy changing procedures. There is a written sickness policy in place and parents sign up to this. This promotes infection control. The childminder carries first aid items at all times. This enables her to provide basic first aid to children's accidents and minor injuries at all times. Safeguarding training has been undertaken which ensures the childminder understands her responsibilities to safeguard children's welfare. A full written risk assessment is in place for the childminder's home. This promotes children's safety.

The childminder communicates well with parents about children's learning and care

needs. Children benefit from the consistent approach and continuity in their care and learning. Through discussion with parents the childminder gains informal starting points of children's development on entry to her setting. This enables her to plan and provide appropriate activities for the individual children. Parents receive written information about the childminder's service ensuring they are well informed. Parents receive good information about their children's days and progress through verbal discussions and written daily diaries. All required regulatory documentation is in place to meet the requirements of the Early Years Foundation Stage (EYFS) and the childminder obtains extra consents, for example, to take photographs and to apply sun cream. These ensure a clear understanding with parents and contribute to good practice.

The quality and standards of the early years provision

Children are at ease and confident in the childminder's care. They are happy and very settled and respond warmly to the childminder. Children benefit from the childminder's good interaction that supports and encourages them well. The childminder knows the interests of the individual children. She follows the younger children's lead in the different toys that they explore and investigate together, such as finding out the different sounds the musical instruments make.

The childminder encourages children's awareness of their own safety, such as discussing the boundaries set by the house rules. As a result, children understand they may hurt each other if they run indoors. Children learn by the childminder's good example, for example, using appropriate crossing places to support children's understanding of road safety. The younger children develop understanding of behaviour expectations through positive praise to reinforce good behaviour and use of suitable strategies, such as distracting them.

Regular outings to toddler and music groups increase children's confidence and independence outside of the home. This enables children to access different toys and equipment to support their development. They meet others in the community and develop awareness of their local environment.

Children enjoy different activities to support and extend their confidence in their physical skills. A 'pop-up' tent and tunnel develop children's awareness of space around them and encourages control over their bodies, as they step inside the tent and crawl through the tunnel. Outings to the local park and field provide challenge with large play equipment and space to run freely around. Indoors children benefit from music and dance and visits are undertaken to indoor soft play facilities. These promote children's creative and physical development.

The childminder monitors children's progress. She undertakes written observations of their achievements and overall makes links to the early learning goals. However, the childminder does not always actively use the information from the observations to plan for the next steps in children's learning. The childminder has not fully considered using the 'Development Matters' part of the EYFS to guide her in tracking children's development and to support her in identifying their next steps.

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

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:

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 policy and procedure for the safeguarding of children 22/05/2009
- put in place a procedure for managing and recording complaints 22/05/2009

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 compulsory childcare register. 22/05/2009