

Inspection report for early years provision

Unique reference number	EY229512
Inspection date	21/07/2009
Inspector	Doreen Forsyth
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 2002. She lives with her partner and three children aged 12, seven and four, in a detached home in Theale, near Reading in Berkshire. There is an enclosed rear garden for outside play, all of the home may be used for childminding.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for up to four children under the age of eight, of these two may be in the early years age group. Currently the childminder cares for six children aged between one and nine years old, three of these are in the early years age group. All the children attend on a part time basis.

The childminder is a member of the National Childminding Association, the family have two pet cats, a rabbit and fish.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a welcoming, inclusive early years provision where each child is valued as a respected individual. The children benefit from the childminder knowing them very well and providing them with individual attention. Children are progressing well because they are offered a varied programme of age appropriate activities that follow their interests and help to support their development. The childminder has used self-evaluation to identify areas where she can improve the quality of the welfare and learning that she provides for the children.

What steps need to be taken to improve provision further?

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

- review the risk assessments to ensure all potential hazards in the garden are identified and minimised
- use the observations kept to identify learning priorities and to plan relevant learning experiences for each child
- provide parents with opportunities to contribute to the observation records by adding what they know about their children's learning at home.

The leadership and management of the early years provision

The childminder is an experienced and capable early years practitioner. She undertakes regular, relevant training in order to enhance her professional knowledge. She maintains all the policies, procedures and records that are necessary for the safe and efficient management of the provision, most are kept in a folder and are fully shared with parents. She links very well with parents and ensures they are kept informed about their children's activities. The childminder

and her partner have been appropriately vetted, she makes sure that any unvetted adults do not have unsupervised contact with the children. Children are well safeguarded because the childminder is secure in her understanding of child protection issues and is confident in the procedures she would follow if she had any concerns. The home is easily accessible and spacious, all children are welcomed into the setting.

Suitable risk assessments have been carried out to identify and minimise any potential hazards in the home environment; for example, a safety gate is used to prevent children accessing the kitchen. However, the childminder should review these assessments to ensure that children are kept completely safe when playing in the garden. The childminder uses self-evaluation very well to monitor the provision and to identify her strengths and any areas for improvement, she has met the one recommendation set at the last inspection.

The quality and standards of the early years provision

Children play in a welcoming and stimulating environment. They use the large lounge where the childminder arranges a good selection of toys, in an attractive manner, where children can easily reach them and choose what they use. Posters, photos of children's activities and examples of their work are displayed. Children are making good progress in their learning and development because the childminder plans a wide range of age-appropriate and interesting activities for them. They have daily opportunities to play outside or visit local parks where they can practise their physical skills; they enjoy trips to the local library and take part in music and singing sessions. The children begin to learn to interact with others when they attend toddler group or visit another childminder. Children's progress is well monitored and assessed by the childminder as she keeps interesting books as a record of their progress. Parents often see these record books but do not have the opportunity to add their own comments about their children's progress to them. The childminder observes and records the children's progress in all of the learning areas of the Early Years Foundation Stage; but she does not always fully use the information she gleanes from the observations to plan an individual next step for each child's learning. The childminder builds warm, close relationships with children. She talks to them, questions them well and is interested in what they do and say.

Children's welfare, health and well-being are well promoted. The childminder takes appropriate steps to prevent the spread of infection and keep children well. For example, the children have their own towels to use after washing their hands. The childminder has attended food safety training and has had a successful visit from the environmental health department. Children's drinks are always available, they enjoy healthy and nutritional snacks and meals. Children begin to learn about keeping themselves safe, such as taking part in regular fire evacuation practises and discussing road safety with the childminder. The childminder promotes the children's development of habits and behaviour that are appropriate to independent learners. They learn to make friends, to make choices and decisions, and to behave appropriately.

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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