

Inspection report for early years provision

Unique reference number	EY386711
Inspection date	24/06/2009
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 has been registered since 2009. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for four children under eight at any one time. There are currently three children on roll in the early years age range. Children attend on a full and part time basis.

The childminder lives with her husband and two children in a rural village near Newbury which is close to the borders of West Berkshire and Oxfordshire. The downstairs of the house is mainly used for childminding with access to the first floor mostly for sleeping purposes. There is an enclosed garden for outdoor play. The family have three pet cats and two guinea pigs.

Local facilities are within walking distance, such as, the village toddler group, pre-school and park. The childminder is able to take and collect children from the local school and pre-school.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder continues to develop her knowledge and understanding of the requirements of the Early Years Foundation Stage (EYFS). She is starting to use different sources of information to aid her in implementing the learning and development requirements. Children benefit from a good range of activities, resources and outings to support their development. The childminder considers children's well being and safety well. The childminder has good communication with parents and other settings. This particularly promotes children's welfare needs.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge and understanding of the learning and development requirements of the EYFS to support assessment and planning for individual children's progress
- develop partnerships further with other settings to ensure children's learning and development outcomes are fully promoted
- extend the safeguarding policy to include the steps which would be taken in the event of allegations being made.

The leadership and management of the early years provision

The childminder has written procedures and documentation to support children's well being and safety. All required paperwork is in place and the childminder has gained additional consents from parents to ensure a clear understanding between

them. Parents receive good information from the childminder, such as, written policies and procedures. As a result, they have a sound understanding of the service on offer.

Children's good health and well being are fully considered. Regular hand washing routines are in place. Children are encouraged to wash their hands through a 'have you washed your hands?' sticker board to support children in these routines. Sickness exclusions ensure that the spread of infection is minimised. The childminder understands her responsibilities to safeguard children in her care. A written policy is in place which parents receive a copy of, although this does not include what steps the childminder will take in the event of allegations against her or a member of the household.

Written risk assessments identify potential hazards to children in and outside of the home. The assessments include what actions the childminder will take to minimise risks to them. The childminder's close supervision of children greatly reduces potential risks and hazards to them, particularly outside. Rules are in place for use of large play equipment, such as the trampoline. This promotes children's safety.

The quality and standards of the early years provision

The childminder demonstrates a suitable understanding of how she can support children in their development. Good interaction with children encourages their development, for example, talking about animal names and colours of them whilst making a picture and encouraging children to identify them too. Observations are undertaken of the children's development that are becoming more evaluative. As a result, the childminder extends her understanding of the impact on children's learning and development. The childminder provides parents with photographs and artwork completed with her and shares her observations with them. She encourages parents to inform her of their own observations. This helps to build a bigger picture of children's progress. Good communication is in place with other settings although this tends to focus mostly on children's care needs.

Children are happy, settled and confident in the childminders care. They benefit from a homely environment where they feel relaxed and at ease. Children develop a sense of belonging as their artwork is on display valuing their contributions. Children initiate their own play and ideas as they can access the resources independently to make choices. Children develop understanding of behaviour expectations through discussions about the house rules, such as, using good manners. Outings to the local toddler group enable children to extend their social skills outside of the home in the community. As a result, children extend their personal, social and emotional development.

The childminder demonstrates a good understanding of individual children, for example, their likes and interests. Parents complete written information about their children and their wishes, although the childminder does not specifically request information about the families cultural and religious needs. The childminder gains information from parents about children's stage of development on placement with her. This provides her with some 'starting points' to support children.

Children develop their knowledge and understanding of the world through planting seeds and helping take care of the growing plants. Children find out about their local environment and living things through local walks where they observe trees, flowers and animals. The children help take care of the pet guinea pigs. This supports their understanding of the needs of living things.

Different activities and equipment promote children's large and small physical skills. Children use their small physical skills to peel the backing off the stickers when making a picture and use their hand-eye co-ordination to place the sticker onto the paper. A good range of physical play equipment is available in the garden and these support the different ages and stages of development, for example, large and small slides. Outings to the park enable children to challenge their physical abilities further with larger play equipment.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

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?	3
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?	3
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?	3

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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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