

Inspection report for early years provision

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Inspection date	22/09/2009
Inspector	Caroline Hearn
Type of setting	Childminder

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1992. She lives with her husband and two children aged 16 and 18 years in Tilehurst, Reading, Berkshire. The whole of the ground floor of the childminder's house is used for childminding, and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may provide care for a maximum of six children at any one time, of whom three may be in the early years age group. There are currently six children on roll, of whom two are in the early years age group. The family has a dog, three cats and one rabbit.

The 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 knows each child extremely well and uses this knowledge to provide them with play and learning opportunities which best capture their individual interests. Due to this children become absorbed in the activities and get the most from them. The childminder continues to develop her existing good practice by regularly attending any new and relevant training courses, which in turn improves outcomes for children.

What steps need to be taken to improve provision further?

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

- extend current development records to clearly show children's overall stage of development so this can be easily shared with their parents and other early years settings the children may attend
- undertake some form of self evaluation to enable current practice to be reflected upon and any areas for further development to be highlighted.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding and child protection. She is fully aware of the local safeguarding procedures, and her policies and procedures are in line with these. She has undertaken additional training on many aspects of safeguarding, from child protection to risk assessment. The knowledge she has gained from these courses is reflected in her good practice. Her risk assessments are highly detailed and those for outings include a check list of equipment to be taken on each outing, such as a first aid box. Children learn about how to keep themselves safe in a variety of ways. Whilst out for walks, the childminder encourages them to stop, look and listen before crossing a road. The

childminder also discussed stranger danger with older children. This encourages the children to think about their safety and how they can help others to keep them safe.

The childminder is positive about the inclusion of all children and works to ensure that children of all ages are provided with appropriate activities and experiences. The childminder works with other professionals, such as speech therapists, to ensure she is best able to support children's different needs. The childminder has a wide range of resources which she rotates on a regular basis to ensure the children are offered constant challenge.

The childminder has comprehensive policies and procedures which are unique to the setting. Due to this, they well reflect how the childminder manages her childminding service. To ensure she is up to date with current requirements and best practice she books herself on to new trainings when they become available. However, the childminder does not undertake any consistent form of self evaluation to allow her to take stock of all areas of her childminding.

The childminder develops good working relationships with parents. All parents have signed up to the childminder's policies and procedures, which well supports consistency of care between home and the childminder. The childminder also leaves out information for parents from other professional agencies detailing a multitude of child development information, such as childhood illnesses, and how to manage children's behaviour.

The quality and standards of the early years provision and outcomes for children

Children undertaken a wide range of activities both indoors and out. Due to how well the childminder knows each child, these activities well reflect children personal interests. As children have an input into what they do each day, they get the most out of their play, which best supports their on going learning. Simple activities with young children effectively cover all the areas of learning. When playing with a train track, a child is encouraged to problem solve and build a joined up track. Whilst playing with the child, the childminder may ask how many trains they have or what colour they are. The childminder understands the need to support children's learning and does not dash in with solutions to problems without giving a child time to think it through. Through this kind of interaction, the childminder is best able to support the development of children's critical thinking. In addition to learning in the home, the childminder takes the children out each day. This may be going into the garden to plant seeds or a walk to the park. The childminder also takes the children on the bus where they meet other people from the local community and are able to learn about money and paying for your ticket. The childminder also takes children to the local toddler drop in, and sees this as a valuable opportunity to further develop children's social skills through their interaction with other children and adults.

The childminder maintains detailed observations of each child and uses these to highlight their next steps of learning. These observations may highlight that a child

is not confident in some social situations. The childminder then plans in different types of social interaction for this child to help her development in the area. The children's observations are full of photos and details of children's learning journeys, these are shared with parents and other early years settings the children may attend. These records, however, do not give a quick way of obtaining each child's stage of development as these have to be unpicked from the observations. This makes it harder to identify if a child is not achieving across all areas.

The childminder helps prevent the spread of infection through simple everyday activities, such as encouraging the children to wash their hands before eating. Children learn about a balanced diet and the benefits of eating healthily, during discussions at mealtimes or whilst out shopping for food. Children's behaviour is managed in a sensitive way and the childminder makes good use of discussion to encourage the children to think through the consequences of their actions. Due to this, children's behaviour is generally good and they are considerate to the needs of others.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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