

Inspection report for early years provision

Unique reference number	EY372468
Inspection date	04/08/2009
Inspector	Heidi Abernethy
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 2008. She lives with her husband and two children aged two and seven months old. They live in a house in Owlsmoors, Sandhurst in Berkshire. The whole of the house is registered although minding mostly takes place downstairs. There is a fully enclosed garden for outside play.

The childminder is registered to care for maximum of four children under eight years at any one time, of whom no more than one may be from one years old to the end of the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is registered to mind one child from two years to under eight years for overnight care.

The childminder collects children from local schools and pre-schools and is within walking distance to local shops and parks. She is a member of the National Childminding Association (NCMA). The family have two pet cats.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder treats children as individuals and provides children of different ages with age and stage related toys and resources. She has good relationships with parents to ensure a shared understanding of the children is achieved. The childminder has a good knowledge about where she has made improvements to her setting and has identified areas for future development.

What steps need to be taken to improve provision further?

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

- continue to develop assessment systems to ensure the information obtained from everyday observations is fully utilised to identify next steps and develop systems to liaise with other providers delivering the Early Years Foundation Stage for children to ensure progression and continuity of learning and care
- continue to develop knowledge about other cultural groups to ensure children are provided with a wider range of opportunities to foster a positive image of both themselves and others

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a full risk assessment is conducted for each type of outing (Safeguarding and promoting children's welfare)

18/08/2009

The leadership and management of the early years provision

The childminder has attended recent child protection training and has a secure knowledge of what to do should she have any concerns about the children. She has detailed risk assessments in place for her home and her garden to ensure hazards are identified and minimised. However, although the childminder informally risk assesses the outings she attends with the children these are not currently included within the record of risk assessment.

The childminder has completed a system of self evaluation and has highlighted areas for future development. The childminder provides children with resources which reflect diversity in society and the wider world. However, she is keen to further develop her understanding of other cultural groups to ensure children are provided with a wider range of opportunities to foster a positive image of both themselves and others.

The childminder works well with parents and shows them the observation and assessment records she conducts for their children. Parents are provided with copies of the policies and procedures at the outset which enables them to refer to them within their own home environment. The childminder currently cares for children who attend other early years providers. However, she has not established systems to ensure a two-way flow of information is shared about the children's welfare, learning and development.

The quality and standards of the early years provision

The childminder has established observation and assessment records for the children and conducts a detailed observation of the children each week. She uses this observation to identify a next step in learning. The childminder also conducts spontaneous observations of the children which she records with supporting photographic evidence. However, she does not currently fully utilise the information obtained from the spontaneous observations to feed into the children's individual next steps in learning.

Children are happy within the environment and play well alongside each other. They share and take turns with the resources and ask each other to pass the 'rolling pin' and 'shape cutters' whilst playing with the play dough. The childminder extends children's learning as they make the three bears out of the dough and she talks to them about 'big', 'small' and 'tiny'. Children become excited as they use the models of the bears to re-enact the story of 'Goldilocks and the Three Bears'. The childminder tells the story and pauses momentarily to enable children to say what happens next in the story. The story is brought to life for the children with the use of the visual props they have created.

Children have fun as they play a variety of musical instruments. They develop choice making skills as the childminder asks them what songs they would like to sing. She incorporates the children's own names into the familiar nursery rhymes which fosters a sense of belonging amongst the children.

Children demonstrate a good knowledge about keeping themselves safe as they inform the childcare inspector 'we wear seatbelts... to stop us falling out'. The childminder practises the fire drill with the children regularly and ensures another practise is conducted when a child first starts at her setting. This ensures the children all develop a good understanding of how to keep themselves safe in the event of a fire or emergency.

Children enjoy a snack of banana and a lunch of sandwiches and fruit. The childminder talks to the children about the healthy benefits of the fruit. Children accompany the childminder to the shops or local market where they have opportunities to choose and help buy fruit and vegetables. Children behave well and the childminder offers praise and encouragement for their achievements and good behaviour. They become excited when the childminder enables them to choose a sticker as a reward for their lovely singing. This in turn boosts the children's self-esteem and confidence.

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

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