

Inspection report for early years provision

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Inspection date	18/05/2010
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.

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Description of the childminding

The childminder registered in 2006. She lives with her partner and children aged four and seven years. They family live in Burghfield Common, Berkshire. Most childminding takes place on the ground floor and there is a fully enclosed rear garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may provide care for a maximum of four children at any one time, of whom two 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 overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly enjoy spending time with this childminder. She has a great enthusiasm for her role and is able to pass this on to the children, engaging them in a wide range of activities. As a result, children are making good progress across all areas of their learning. The childminder reflects well on her practice, adjusting and developing this to ensure she is able to meet the ever-changing needs of both the children and their families.

What steps need to be taken to improve provision further?

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

- re-evaluate the storage of resources to ensure that children can easily see the selection available
- provide extra opportunities for parents to be involved in their children's learning by contributing to development records

The effectiveness of leadership and management of the early years provision

The childminder undertakes full risk assessments on both the environment and activities undertaken. She has a generally good knowledge of child protection issues and is aware of when she may need to make a referral. The childminder has developed a range of policies and procedures relating to all aspects of children's welfare that are effectively used to underpin and develop her good practice. As a result, children are very well protected and safeguarded.

The childminder reflects well on her practice. She undertakes as much additional training as possible to ensure she keeps up to date with changes to requirements and best practice. Over the last two years she has undertaken 11 courses covering issues, such as inclusion, the Early Years Foundation Stage and health and safety.

She is clearly using the knowledge gained from these courses to develop her practice. The childminder promotes equality and diversity, recognising each child as an individual with a particular set of needs. She supports effectively the needs of any children with special educational needs and/or disabilities, working in close partnership with any relevant professionals.

Parents are offered daily opportunities to talk with the childminder about their children's progress and discuss any concerns. The childminder has formed good links with other early year's provision the children attend and regularly exchanges information regarding the children's learning and development. This effectively supports continuity of care between these other provisions and the childminder. The childminder has a wide range of appropriate resources to promote children's learning. However, these are stored in boxes which do not allow children to easily see what is on offer. The childminder encourages children's interest in sustainability by helping them to sort items for recycling.

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

The childminder ensures that children are undertaking a wide range of activities that effectively cover all six areas of learning. She has trialled different ways of recording children's learning and development and is still working on these to find the best possible format. The childminder has not as yet begun encouraging parents to contribute to their children's development records. This results in these records not having a full picture of children's learning and development. The childminder has an outline activity planner but allows planning to be adapted to follow children's interests. For example, a plan to do an activity about trains was changed when children showed an interest in traffic lights, so that the new interest could be followed. As a result of the childminder being so actively involved in their learning, the children are all making good progress.

Children thoroughly enjoy their learning through play. The childminder is skilled at knowing when to move children on to another activity. She quickly notices when children are becoming restless and will encourage them to do something else, such as going out into the garden. The childminder makes good use of the outdoor environment, so that children can use a range of toys, such as scooters, bikes and balls, to extend their physical skills. She also encourages the children to explore the world around them, for example going on a 'bug hunt'. The childminder shows excellent interaction skills, forming close and trusting relationships with the children. She encourages and supports children who are initially afraid of bugs to try to hold them. Children learn from first hand experience about the different types of bugs and their habitat. Children extend their vocabulary, using good descriptive language to talk about how the bugs look and feel in their hands.

Children's behaviour is managed in a sensitive way and the childminder makes good use of discussion and distraction 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. Children also understand the house rules and know that they need to share toys and resources. The

childminder ensures that children are aware of various cultures and festivals, such as, the Festival of Light and St. George's Day. Children are taught about how to keep themselves safe through simple yet effective activities, such as learning to stop, look and listen before crossing the road.

Children learn about healthy living in numerous ways. For example, they benefit from fresh air daily. They eat hot and nutritious, home-cooked meals. The childminder enjoys cooking and has cooked the children a Chinese banquet for Chinese New Year, extending children's awareness of her own culture. As a result of the childminder's enthusiasm for different food, the children are also keen to try new foods. The childminder has effective procedures to help prevent the spread of infection. The children are becoming aware of good hygiene practice and can be heard reminding each other to wash their hands and use tissues when sneezing.

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

The quality of the provision in the Early Years Foundation Stage	2
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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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