

Inspection report for early years provision

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Inspection date	06/11/2009
Inspector	Doreen Forsyth
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 2003. She lives with her husband and two teenaged children in a detached home in Thatcham near Newbury in Berkshire. All of the home may be used for childminding. There is an enclosed rear garden available for outside play.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care up to six children under the age of eight; of these three may be in the early years age range. Currently there are four children on roll; three of these are in the early years age range. When working with an assistant the childminder may care for four children under the age of five. The childminder welcomes children that may have special education needs or that speak English as an additional language.

The childminder is a member of the National Childminding Association and of a local childminding network. The family have a pet cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The efficient and effective practice of the childminder ensures that all children are kept safe and secure and that their individual needs are well met. The childminder endeavours to include all children whatever their backgrounds into a well organised, stimulating and comfortable environment where children's welfare, well-being and learning are well promoted. The children are helped to learn at their own speed through their daily play and well planned activities. The childminder uses a variety of methods to continually assess her practice and to ensure that the outcomes for children are suitably monitored.

What steps need to be taken to improve provision further?

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

- base the planning of activities and observations of the children's progress firmly on the early learning goals
- ensure the risk assessments are appropriately dated and show a date for further review.

The effectiveness of leadership and management of the early years provision

The provision is well organised. All the policies, procedures and records that are necessary to promote the children's safety, well-being and to ensure the smooth organisation of the setting are very well kept; however, the very comprehensive risk assessments do not show all the required detail. The children's safety is well

promoted; the childminder maintains her home and garden to a high standard of safety and cleanliness. Using the risk assessments the childminder has identified and minimised any potential hazards to the children. She is very aware of the importance of being alert to child protection issues and understands her role and responsibilities in this area. All the adults in the household have been suitably vetted; the childminder does not allow unvetted adults to have unsupervised access to the children.

Children have access to a wide range of age-appropriate resources; these are mainly stored in the pleasant play room but are also taken, in labelled boxes, into the lounge. The resources are regularly checked to ensure they are safe and suitable for the children's use. The childminder attends regular training opportunities to ensure her knowledge and understanding of childcare issues are kept up to date. The childminder works very closely with parents. She has regular meetings with them so that they can discuss their children's progress, add to the observation records if they wish and discuss any individual needs that the children may have. After each session the childminder spends time sharing the children's daily activities with parents. All parents are given copies of all the relevant policies and procedures including the complaints procedures.

The childminder continually assesses and reviews the provision she offers. She uses a self-evaluation form to identify the strengths and weakness of her provision; through this she has identified some targets for future improvements such as increasing the opportunities for children to learn about the wider world. She regularly meets with other childminders when they discuss various practice issues.

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

The children, including those that speak English as an additional language, are making good progress in their learning and development. The childminder plans a wide range of appropriate activities for the children, including opportunities for messy and creative play and to explore their local environment. They often meet with other childminders and their children; this allows children to learn to interact with others and develop their personal skills. They visit parks, go for walks at the nearby nature reserve, attend story time at the local library and spend time at a nearby children's centre. The childminder is observing and recording the children's progress but she does not yet link these observations closely enough to the early learning goals. When she assesses the children's progress the childminder is able to identify future targets for the children's learning which she then includes into her forward planning. The childminder knows the children in her care very well and is able to plan activities that she knows they will enjoy.

Children have plenty of opportunities to play outside in the fresh air and to practise their physical skills; for example, they enjoy using the climbing resources at a nearby play park. Their health and well-being are well promoted. They are learning to adopt healthy habits, such as washing their hands when necessary and cleaning their teeth after meals. They have their own toothbrushes to use after lunch.

Parents provide all the children's meals and snacks. The childminder is working with parents to ensure the contents of their lunch boxes are suitable and nourishing. The childminder makes sure that children can always access their own drinks.

The familiar regular routines that the children follow help younger children to feel safe and secure. They are able to sleep and rest according to their own needs. Children are beginning to learn to keep themselves safe. When out and about with the childminder she teaches the children about road safety; they also regularly practise emergency evacuation procedures. The children are happy and confident and relate well to the childminder, she encourages their good behaviour and helps them to begin to form positive relationships with others. Through their play and activities the children are beginning to gain an understanding of diversity and are learning to respect each other's differences.

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	3
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

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

Met