

Inspection report for early years provision

Unique reference number	EY300531
Inspection date	01/10/2009
Inspector	Doreen Forsyth
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 2005, she lives with her husband and two young sons in a semi-detached home in Tilehurst, in Reading, 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 for up to four children under the age of eight; of these, three may be in the early years age range. Currently, there are ten children on roll aged between one and ten years old; three of these are in the early years age range. All the children are cared for on a part-time basis.

The childminder is a member of the National Childminding Association. The childminder's home is in easy walking distance of local schools, shops and parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder welcomes and supports all children, she routinely works with parents to meet children's individual welfare needs. The childminder values each child whatever their backgrounds. Children are beginning to make suitable progress in their learning and development, but because the childminder does not have a complete knowledge of all the requirements of the Early Years Foundation Stage (EYFS), not all areas of their learning are fully promoted. The childminder is aware that she must evaluate the quality of the provision she offers and is beginning to put some procedures into place to do so. She has a suitable capacity for improvement and has met the recommendations set at the last inspection.

What steps need to be taken to improve provision further?

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

- undertake sensitive observational assessments of the children's progress in order to plan to meet children's learning needs in all six areas of the early learning goals
- ensure a record of risk assessments is maintained which clearly states when it was carried out, by whom, a date for review and any action taken, this should include risk assessments for any regular outings undertaken
- ensure that written permission is obtained from all parents for seeking emergency medical assistance if necessary.

The effectiveness of leadership and management of the early years provision

The experienced and capable childminder maintains most of the records, procedures and policies that are required for the safe and efficient management of

the EYFS; but written permission for the childminder to seek emergency medical assistance is not obtained from all parents and the recording of risk assessments is not up to date; the childminder has not risk assessed the regular outings that they undertake. Good safeguarding children procedures are in place and shared with parents; the childminder is confident in the procedures she would follow if she has any child protection concerns. The childminder and her husband have been appropriately vetted, she ensures that any unvetted adults do not have unsupervised access to the children. The childminder is aware that she must inform Ofsted of any changes in her circumstances. When possible, the childminder attends relevant training to update her skills and knowledge, she has current first aid qualifications.

Children play in a safe and very welcoming environment, the home is kept clean, is secure and is very child-centred. A wide range of suitable toys are provided so that children can choose what they wish to play with from a daily selection of well maintained and safe toys and equipment. They have access to the safe and suitable garden for outside play. The childminder has a strong partnership with parents; she shares information about the children's activities and achievements at the end of each session and listens to their comments about their children's progress. Parents are provided with a very good information pack which includes a copy of all the policies and procedures the childminder uses. She is beginning to make links with the school and nursery that some of the children attend. The childminder is aware of any areas of weakness in her provision and is motivated to make future improvements.

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

Children are making sound progress in their learning and development. They take part in worthwhile and enjoyable activities that help them to progress. The childminder plans her activities around outings, such as trips to the park, school and nursery runs, and the children's rest and meal times. The childminder observes the children's progress and uses these observations to identify some next steps in the children's learning; but because she is not familiar with all aspects of the early learning goals and the records kept are not comprehensive and she is unable to ensure that children are learning in all the required areas. The childminder welcomes and values all children and works to provide an inclusive service where all children are helped to progress including those that may have special educational needs or disabilities. Children enjoy their play, they have opportunities to develop their physical skills when they play outside or visit parks. They develop their imaginations in small world play or when using the role play resources, such as the play kitchen. The childminder encourages the children to use numbers, such as counting in their play and explore simple sounds and letters.

The children's welfare and wellbeing are well promoted. They enjoy suitable and nutritious snacks and meals, and can access their own drinks as they wish. The childminder follows good health and hygiene routines and helps the children to learn about the importance of healthy living. They enjoy fresh air and learn about their local community when they walk to and from school or go for their regular

walks, such as to feed the ducks. Children are beginning to learn about keeping themselves safe, for example, they discuss road safety with the childminder when they walk to and from school. The familiar routines that the childminder uses helps the younger children to feel safe and secure. Children are encouraged to behave appropriately; the childminder uses written 'house rules' which are shared with parents and displayed for the older children, these includes encouraging children to be considerate and think about the needs of others. The childminder praises the children's good behaviour and achievements, such as sharing the toys and helping to tidy up. Children enjoy celebrating different special events and they use a suitable range of resources including books and small world toys that are aimed to help children to learn about diversity and the wider world.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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

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	3
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	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----