

## Inspection report for early years provision

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**Unique reference number** EY316469  
**Inspection date** 24/11/2009  
**Inspector** Sheena Bankier

**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 has been registered since 2005. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for four children under eight at any one time of which three may be in the early years age group. There are currently three children on roll in the early years age group. Children attend on a full and part-time basis.

The childminder lives with her family in South Reading. The ground floor is mainly used for childminding with access to the first floor for sleeping and toilet facilities. There is an enclosed garden for outdoor play. The family have birds and a pet rabbit that are all kept outdoors.

Local facilities are within walking or short driving distance, such as, parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Effective organisation ensures children and parents benefit from a good quality service. There are clear policies and procedures in place to promote children's safety and good health consistently. Documentation reflects the needs of the individual children and the childminder mostly uses this information effectively. The childminder demonstrates a strong understanding and knowledge of the requirements of the Early Years Foundation Stage (EYFS) and implements these well. Good written and verbal information results in successful partnerships with parents. The childminder has overall established good verbal communication with other settings to promote children's learning and welfare needs.

## **What steps need to be taken to improve provision further?**

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

- review partnerships with other settings to ensure children's development and progress are fully supported through this
- consider other languages spoken by children at home and reflect the use of these in the setting.

## **The effectiveness of leadership and management of the early years provision**

The childminder understands her role to safeguard children well. She has a sound understanding of the potential signs and symptoms of abuse. The childminder has a good understanding of the procedures to follow in the event of concerns arising.

The childminder demonstrates a good knowledge of the local safeguarding children board (LSCB) procedures and has contact numbers in place to seek advice, support or for referral purposes. An effective written policy and procedure enable the childminder to provide information to parents about her responsibilities to children's welfare. Information regarding services to support parents are available, for example, organisations contact numbers, such as, parent line. This provides information that may help and support families. The childminder carries out and records daily risk assessments at her home. This along with safety equipment enables her to reduce potential hazards to children very well. The outings the childminder and children undertake are risk assessed and a record of how hazards are minimised are in place. As a result, the childminder competently manages children's safety.

Information exchanged with parents supports the childminder well in meeting children's needs. This overall, enables the childminder to develop a good understanding of children's individual needs. The childminder actively acknowledges and takes into account children's likes, dislikes and interests and knows children well as individuals. The childminder gains information about children's backgrounds, such as, languages spoken at home and dietary needs. The childminder clearly values children as individuals, although has not fully considered reflecting the information she gains to further value children.

Parents receive good information about the childminder's service. Information is on display, such as, plans of the weekly activities and information about the EYFS. The childminder provides parents with copies of her written policies and procedures. This ensures parents have a clear understanding of the service on offer. Parents receive very good information about their children's day and progress. The childminder provides daily verbal feedback along with written diaries and promotes parents access and contribution to the records of children's progress. The childminder mainly takes positive steps to engage with other settings children attend. She provides information to other settings about children's development and learning before they start. This promotes a smooth transition for children. The childminder verbally exchanges information about children's welfare and learning needs with other settings, although has not fully considered requesting that they share records of children's progress. This potentially would enable both settings to build a bigger picture of children's development and progress to further support children's learning outcomes.

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

The childminder plans a broad range of activities, outings and play experience underpin children's learning and development well. Flexible planning ensures the childminder fully takes into account children's interests and requests. Children are keen to play and learn, and enjoy the activities on offer. The childminder maintains regular written observations for children. She clearly links children's learning to the EYFS and demonstrates secure tracking of their progress. The childminder identifies children's next steps in learning and the written daily diaries demonstrate how the childminder has followed up on these. This clearly underpins children's

learning and development outcomes. Evidence to support children's progress is in place, for example, photographs and artwork.

Practical activities support children's learning well, for example, grouping, counting and identifying sizes when playing with small world animals. As a result, children gain good skills in problem solving, reasoning and numeracy. Children enjoy singing and reading books with the childminder. This underpins and increases children's language skills. The childminder asks good questions to underpin children's thinking skills. She uses the pictures in the books to make observations with the children to extend their understanding of the world they live in, for example, that eggs come from chickens. Children have equal access to age and developmentally suitable resources, such as, role play toys. Children develop understanding of other peoples needs, such as, play with dolls to support their understanding of caring for 'babies'.

Children have good relationships with the childminder. They feel safe and secure in her care and are very at ease in the childminder's home. Named pegs and photographs enable children to develop a good sense of belonging. Children develop their independent skills well. They make choices and decisions from the resources. The childminder provides a range of equipment to promote independence, for example, step up stools and toilet seat. This enables children to be independent in their personal care and hygiene. Children learn about good manners as the childminder encourages 'please' and 'thank you', for example, at snack time. Children develop understanding of responsibility as they tidy up toys after playing with them.

Children develop understanding of a healthy lifestyle. They benefit from healthy snack choices and drinks, for example, fruit and water. Regular routines promote children's understanding of good personal hygiene, such as washing hands before making or eating food. Children are learning to clean their hands and faces after eating independently, supporting self-care and understanding of caring for themselves. Children benefit from regular fresh air and physical activity. Children walk locally and use physical play equipment in the garden and parks. This enables children to develop confidence in their physical skills. Cooking activities provide opportunities for children to develop knowledge about food. Children develop control in their small physical skills, for example, spooning cake mixture into cases.

Activities outside of the home support children's social skills well. Children regularly attend toddler group, messy play sessions, and story and singing sessions at the library. This enables children to develop their social skills with other children and adults. The childminder has a secure understanding of how children benefit from attending activities outside of the home, for example, confidence from exploring and enjoying new experiences, making friends, and developing concentration and listening skills. As a result, children develop skills for the future. Children regularly explore their local environment. This develops children's knowledge and understanding of the world around them, such as, different forms of transport and animals.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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