

Inspection report for early years provision

Unique reference number	EY390129
Inspection date	06/10/2009
Inspector	Claudia Padfield

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 2009. She lives with her partner and child in Burghfield Common in Berkshire. The property is accessed by a small step and the whole of the premises is used for childminding. The back garden is not used for outdoor play. The family have a pet dog, parrot and guinea pig.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children at any one time. Of these, two may be in the early years age group and of these, one may be under one at any one time. There are currently four children within the early years register on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder knows her minded children well and as a result plans a wide range of play experiences to promote their all round well being and feeling of security. Policies and procedures are effectively implemented and shared with parents which in turn fosters good levels of communication and enables the childminder to reflect on the service she provides.

What steps need to be taken to improve provision further?

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

- develop the use of observations and assessment to identify children's next steps in their learning and development
- further develop the use of the self evaluation to identify areas for improvement

The effectiveness of leadership and management of the early years provision

Children enjoy a warm and welcoming environment in which they freely explore the well organised range of resources. This promotes their independence as they make their needs and wishes clearly known. These are quickly anticipated by the childminder who acts upon these to meet the individual requests. The childminder rotates the toys and attractively presents activities which stimulates the children's curiosity and sustains their interest, therefore promoting a successful learning environment.

Effective systems are in place to ensure that parents are fully informed about the service the childminder provides. This ensures good working partnerships, which is valued by the childminder who ensures the children attending other settings have consistent care and boundaries. Daily verbal updates and written documentation

demonstrate the children's progress and photo evidence captures these moments of enjoyment. For example playing in the soft play area and learning about the wind tunnel. The childminder is beginning to make observations of the children, using photographs to support the range of achievements, however, these are in their infancy and are not linked to the areas of learning and do not identify the next steps to further challenge learning.

The childminder has a secure knowledge of the signs and symptoms of possible abuse and knows the correct procedures to follow in the event of concerns. She has developed a safeguarding statement that is shared with parents from the outset to ensure they are aware of the childminder's responsibility to protect children from harm and neglect. Children are fully included in the life of the setting and attention is given to providing individual care and consideration. Therefore demonstrating a clear understanding of the equality and diversity needs of her setting. The childminder knows the children very well and responds very quickly to the differing personalities and routines of the children. The childminder uses informal self evaluation to identify areas for improvement but needs to clearly monitor how this is developed and improve the children's all round well being.

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

Children are very settled and relaxed in the childminder's care. She instinctively responds to each child's needs and engages their interest when repeating activities to develop their skill and understanding. Children have regular opportunities to practise mark making skills using a different range of mediums. The range of activities throughout the day is well paced and considers children's individual needs to rest and play. Good levels of adult interaction develop the children's self esteem and curiosity for learning. As children move around the childminder promotes good role modelling regarding safety but enabling the children to learn how to be safe during play.

Children are learning about right and wrong as they listen well to instructions from the childminder and quickly respond. They are learning about being respectful and kind to animals. This is demonstrated by the pets at the home which they clearly adore. The children know that when the dog is in his bed he wishes to sleep and they leave him alone. Children chat to the parrot and are thrilled when he replies.

Children's health and welfare is successfully promoted at all times. They follow good hygiene routines, and know why it is important to wash their hands. They are able to access their own drinking beakers to ensure they are fully hydrated. Through planned cooking activities the childminder encourages children's interest in food and healthy living. The enjoy making pizza for tea and confidently select the range of toppings.

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

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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