

## Inspection report for early years provision

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| <b>Unique reference number</b> | 148558                  |
| <b>Inspection date</b>         | 02/02/2010              |
| <b>Inspector</b>               | Anne Jeanette Faithfull |
| <b>Type of setting</b>         | 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 registered in 1995. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her adult daughter in Lower Earley, Berkshire. The childminder makes use of local facilities, such as parks and toddler groups. The childminder can take children to and collect them from local schools. The family have a pet cat and guinea pig.

The childminder uses the whole of the house for childminding. A fully enclosed rear garden is available for outside play. Her registration permits her to care for six children under eight years and of these, three may be in the early years age range, at any one time. She is currently minding two children who are within the Early Years Foundation Stage on a part-time basis. She also offers care to children aged over five years to eight years.

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

Overall the quality of the provision is good.

The childminder recognises the uniqueness of each child and ensures all children are included, valued and respected. Children are happy, safe and settled. All children have their learning and welfare needs met effectively as the childminder is aware of each child's individual needs, routines and requirements. Children are well supported by the childminder who provides a range of stimulating and fun activities and experiences. Parents are consulted and included in all aspects of their child's care, and positive partnerships are established. The childminder is committed to continuous development. She has made a good start at self-evaluating her practice to ensure she can identify key strengths and areas for improvement.

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

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

- continue to develop the observation and assessment systems in place to identify children's next steps in their learning and development
- improve further the existing risk assessment documentation so that it clearly includes the name of the person who has completed it

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

Children are safeguarded well in the childminder's care. She is vigilant and has a good understanding of her role in safeguarding children, the signs and symptoms of abuse and the procedures to follow if she has concerns about a child in her care. All adults in the household have been vetted to ensure they are suitable and the childminder ensures children are never left alone with unvetted people. A

range of risk assessments are in place for the premises and outings to ensure children are safe. These include the date of the assessment, but do not clearly indicate who completed them. The childminder ensures she always has good procedures in place to ensure the safety of children such as, keeping her mobile phone with her at all times so it is immediately accessible to her in the event of an emergency. The childminder organises her home well to ensure younger children have room to crawl and move around freely selecting the toys and resources they wish to use. The childminder ensures favourite toys are readily available for the children. She rotates the other toys, resources and equipment so children do not become bored and to meet their individual needs, play preferences and requirements. Children are beginning to learn about keeping themselves safe as the childminder reminds them of safety issues such as, why they have to have locks on cupboards and why the knives are kept out of their reach.

The childminder has a good understanding of her role to promote equality and diversity, as all children are included and are encouraged to begin to be aware of the lives of others, through a variety of resources and outings. The childminder supports children well in their learning as she encourages their early interests and inquisitiveness. The childminder ensures children who attend with specific needs have their individual needs met continually so they can progress with their individual learning and development at their pace. The childminder has attended training on the Early Years Foundation Stage and has implemented an observation and assessment system. She records children's achievements and is aware to link these to the areas of learning. However, at present the system is not used effectively to include and identify children's next steps in their individual learning and development. The childminder recognises the importance of working in partnership with other settings the children attend. She has developed links with the local school and health professionals to ensure children's continuity in learning and care.

The childminder has developed good relationships with the parents. She values the role of parents and continually encourages them to work as a team to share information and concerns. She communicates with parents verbally everyday and sends them pictures of their child participating in a range of activities so they are continually informed about their child's day. Parents comment in their reference letters and e-mails how the childminder encourages children to have an inquisitive and imaginative mind and how flexible and understanding she is. The childminder has started to complete a system of self evaluation and has identified areas for future development. She is committed to on going training and development and has addressed the recommendations from her last inspection.

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

The childminder knows the children well and is very responsive and caring towards their individual needs. The childminder uses her experience gained from many years in scouting to provide a wide range of activities and experiences both inside and outside the home. The childminder considers the children's age and interests when planning activities and experiences. Flexible plans are in place and daily

routines are followed to ensure younger children feel settled and secure. Older children who attend after school are given the opportunity to rest and relax if they require and the childminder takes time to talk about their day with them.

Children are happy and relaxed in the childminder's company. They have independent access to a range of good quality resources, giving them choice in their play. Children benefit from the childminder's enthusiasm and her keen involvement in their activities. She effectively encourages children's language development as she continually talks to them, responds to babies' babbles and uses facial gestures. Babies are cuddled and enthusiastically respond when she approaches them. Children enjoy playing with the musical instruments and follow rhythms and babies readily shake the bells to hear the sound they make. Children have clearly formed secure relationships with childminder's family. They greet other family members who readily give them a cuddle before they go to work. The childminder is very calm and patient and continually offers praise and encouragement to the children to help them develop their confidence and self-esteem. Children are encouraged to have good manners as the childminder reminds them to say please and thank you when appropriate.

Children are involved in their local community and socialise with other children as they regularly visit toddler groups, use the local park and participate in a range of local walks and outings. Children's understanding of the society in which they live is beginning to develop through discussion, stories and play resources, increasing their awareness of culture, gender and ability. This helps children recognise, value and respect similarities and differences between themselves and others. The childminder encourages children to begin to think about the environment and nature. Children are aware to re-use and recycle items and have great fun making junk models and they thoroughly enjoy making seed cakes for the birds in the garden.

Children are beginning to learn about keeping themselves safe as they participate in fire evacuation drills and they take turns to do the 'cross the road' procedures. Beneficial hygiene routines are routinely followed to minimise the risks of cross infection. The childminder agrees individual dietary requirements with the parents and ensures their requests are acknowledged. She provides a range of healthy snacks and children can access a drink when they require. Babies are fed in a comforting and soothing way and the childminder checks them at regular intervals when they are sleeping. Children's physical skills are encouraged as the childminder ensures there is ample floor space for children to crawl around and they are well supported by the childminder as they try to balance and take their first steps. Older children can access a range of outdoor equipment to help promote their physical skills.

## 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

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|--|---|
| <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

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|--|---|
| <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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|--|---|
| 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

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| <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**

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| 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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