

Inspection report for early years provision

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Inspection date	25/01/2010
Inspector	Susan Victoria May
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2005. She lives with her husband and two children, aged seven and 11 years, in Tilehurst, Reading, Berkshire. The whole of the premises is used for minding. There is a secure garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register and may care for a maximum of five children under eight years at any one time. The childminder is currently minding six children after school of whom three are in the early years age group. The childminder also cares for children over eight years of age.

The childminder is prepared to take and collect children from local schools. The family have guinea pigs to which the children have regular access.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are offered good support in the child friendly environment, their care, learning and development promoted well. Age-appropriate toys and resources are attractively set out and children are eager to sample the range of play opportunities on offer. The childminder builds good links with parents and recognises the uniqueness of each child, providing an inclusive, welcoming and caring service. Children are kept safe as the childminder considers all hazards and follows very good procedures both in her home and outdoors to minimise risks. The childminder makes safeguarding children a priority and while not all policies and procedures have been updated in line with the welfare requirements they effectively support children's care and protect children. The childminder is committed to improving children's care and learning, and is keen to develop systems to enable her to successfully self-evaluate her provision to ensure all areas for improvement are fully identified.

What steps need to be taken to improve provision further?

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

- further develop systems for self-evaluation to identify the setting strengths and priority for improvement that will improve the quality of the provision for all children
- review all documentation to ensure it meets the welfare requirements

The effectiveness of leadership and management of the early years provision

The childminder organises her home well to ensure children have access to a variety of activities, children gain independence as they make their own choices

and self-select from the range of age appropriate resources available. Children follow routines that provide them with opportunities to rest and play according to their needs and parental preferences. For example, younger children coming home from school often require a period of rest and quiet to recharge their batteries. The childminder gives high priority to children's welfare and has a very good understanding of how to implement safeguarding procedures if any concerns are identified, thereby protecting the children and as appropriate offering support to the family. Policies and procedures are discussed initially with parents; for example, the complaints procedure, behaviour and sick children procedures help protect children and ensure parents have clear expectations of the childminder's practices, however, not all policies have been reviewed and updated in line with the welfare requirements. Accident, incident and medication forms are in place and all relevant details recorded. All adults in the household have appropriate checks to ensure they are suitable and children are never left unsupervised with persons not vetted. The childminder ensures children are safe at all times as she completes continuous visual risk assessments and has written risk assessments that identify and minimise hazards on the premises.

The childminder takes into account children's interests, their individual needs, parental wishes and her observations and assessments to help her plan activities to help the children's learning and development skills. She consults with parents and others involved in the children's care, such as school staff, to support the children's learning while they are in her home. The childminder has developed good relationships with the parents. She communicates with parents verbally everyday and keeps learning records of the children's progress that parents may see and contribute to at any time. The childminder recognizes the value of assessing her practices to identify areas for improvement and has begun to develop a system to self-evaluate her provision more effectively to benefit the children for whom she cares.

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

Children are comfortable, and clearly feel secure as they sit and relax in the childminder's home at the end of a busy school day. Children are confident with the childminder and play happily with the childminder's own children, for example, as they play together with an appropriate game. Children follow good hygiene practices as they wash their hands before and after eating and begin to understand about keeping healthy as they talk of having a 'jab' to prevent them becoming ill with flu. To prevent the spread of infection parents are made aware of the ill and sick child policy and children do not attend if they are unwell. Dietary requirements are discussed with parents and children are given some choice about what they wish to eat. For example, from several options children request a pasta meal for tea. Children sit at the table for meals, chat to each other and the childminder and enjoy a social occasion. Drinks are accessible at all times. Children have a very good understanding of how to keep themselves safe, for example, they follow extremely good practices when out walking with the childminder, play games to raise their awareness of road safety issues and know the evacuation procedures from the childminder's home. Children have fresh air and exercise daily

as they walk home from school with the childminder and play in the garden on the good range of equipment available.

Children are polite, say please and thank you with little or no prompting, behave well and show respect for the adults and each other. The childminder offers praise frequently and children positively beam as she says 'well done' for their good behaviour and achievements. Children socialise and develop a sense of community as they attend local schools and walk daily within the local area. The childminder promotes equality and diversity as she has increased the range of resources available that promote positive images, she ensures all children are included in all activities and encourages them to begin to be aware of the lives of others. For example, fun activities, such as speaking in French when serving tea and encouraging children to respond in French as they say thank you helps them begin to find out about other cultures. Children learn about the natural world and caring for others as they talk about the weather, recognise changes in seasons and are involved with looking after the family's pet guinea pigs. The childminder understands that children learn through play, is aware of the six areas of learning and supports the children well. Everyday events provide opportunities to reinforce existing skills and offer new challenges as children complete puzzles, recall and predict past and future events, have opportunities to explore their creativity and play an assortment of games. The childminder asks open-ended questions to extend children's thinking and knowledge, for example, as they discuss while looking at a map of the United Kingdom, where in the country they have been, and where they live.

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?	3
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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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