

Inspection report for early years provision

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Inspection date	08/02/2010
Inspector	Samantha Hunt
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 registered in 1997. She lives with her husband and two children aged 10 and 13 years. The childminder's mother also lives with them. They live in Winnersh, near Wokingham in Berkshire. The childminder uses the whole of the ground floor of the house for childminding. A fully enclosed rear garden is available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight at any one time, three maybe in the early years age range. The childminder is currently caring for three children in the early years age group, on a full and part-time basis. She takes children to local parks, play centre and toddler groups. The childminder walks/drives to local schools and nurseries to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and at ease with the childminder. She provides children with activities and experiences which support them in their learning and development. She shows a good awareness of children's individual needs and preferences, and is working well with parents and others to support these. The childminder demonstrates a positive approach to her childminding. She has continued to use self-evaluation to help her highlight strengths and areas for improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- formalise a record of risk assessments, and ensure they state when they were carried out, by whom, date of review and any action taken following a review. (Documentation) 05/03/2010

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

- practise the emergency evacuation with children to develop their awareness of the procedures to be followed in the event of an emergency
- continue to develop current systems for monitoring and reflecting practice to highlight gaps in provision to include seeking the views of children and parents using the setting.

The effectiveness of leadership and management of the early years provision

The childminder shows a good understanding of safeguarding the children in her care. She supervises them well, and is knowledgeable about the signs of abuse to alert if she has concerns about any of the children she cares for. All adult household members have been vetted to ensure they are suitable. Children play in a homely environment, with toys and resources that are of generally good quality, clean and easily accessible. The childminder carries out daily visual checks of both her home and the toys children access to ensure they are safe. However, she does not keep a written record of this risk assessment to clearly show when and who completed it, or when it will be reviewed. This is a breach of regulation.

The childminder collates documentation such as children's records of attendance accurately and requests parents sign the entry to acknowledge. She demonstrates a positive outlook to her practise. For example, she has attended further training in areas such as first aid, food hygiene and observation and assessment since her last inspection. This helps her to keep up to date with any changes. The childminder has continued to complete self-evaluation as a way of helping her to identify strengths and weakness of her provision. However, she has yet to incorporate the views of those using her provision into this process. She shows a good understanding of the children's individual needs and is carrying out regularly observations of the children. This helps support and promote their development in all areas. All individual needs are valued by the childminder. She ensures that all children can participate in activities she provides, and takes children out into the community on a regular basis.

The childminder is forming positive partnerships with parents and others. She gathers information from parents about children's individual needs before they start and liaises with staff when picking up children from school. This helps her to support children as they settle in and also with their ongoing development. The childminder provides parents with information both written and verbal about her about her setting, and displays her certificate of registration in the entrance hall for parents to see. She shares details of the children's developmental observations with parents on a regularly basis. This coupled with daily feedback at drop off or pick up times helps parents to be involved in their children learning. Parents speak highly of the childminder and comment on her flexibility to both theirs and their child's individual needs. They feel the childminder goes out of her way to make children feel at home and part of her family. Further comments include the childminders dedication to her role and total commitment to the children's safety, well-being and development.

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

Children are settled and safe in the childminders care. Children are clearly developing good relationships with the childminder and members of her family. For example, they eagerly place their cup down next to another household member

and take a sip from their cup as she does from hers. They are confident to make their needs known and seek reassurance from the childminder on the arrival of a visitor. Children show curiosity as they begin to investigate how to extend the fire engine ladder. They wiggle it and then collapse it up and down before proudly push it backwards and forwards across the room. As they begin to play with the play dough, it becomes a good game to squash it all into the tub and then empty it all out again. The childminder introduces words such as on and off when the child puts the lid on and then takes it off again. She shows the children some of the alphabet cutters which have been emptied out on the table, and sounds out the ones with which the children names begin.

Children develop skills for the future as they independently select what they want to play with and take part in activities such as baking and making play dough. They learn which buttons to push on the musical bus, giggling and singing along to the song they have started. Children have regularly opportunities to take part in arts and craft activities that help them to develop their creative skills. The childminder displays children's art work positively which helps children to feel wanted and part of the setting. The childminder involves her self well in children's play and learning, interacting on the floor with them at their level. She also takes time to sit back and observe before stepping in. This allows children the opportunity to find out and develop independence. The childminder engages in conversation with children throughout, reinforcing and encouraging them to identify and repeat simple colours and numbers. For example, she names the animals and what colour they are as she passes them to the child to put in the farm yard.

Children develop healthy lifestyles as they go on daily walks in the fresh air. Regular use of the garden and visits to local parks and activity centres provide the children with opportunities to develop physical skills. Drinks are easily accessible and the childminder ensures they are regularly topped up. Children's meals are currently provided by parents; however the childminder ensures they are suitably stored within the kitchen to minimize risks to children health. Children become aware of their own safety through discussion with the childminder. For example, she sets children clear boundaries about how to behave when on outings introducing both road and car safety to the children. She ensures younger children are strapped into the booster seat when they sit up to the table and gently reinforces why the strap must stay on. Children have discussions with the childminder about how to evacuate in an emergency; however, the childminder acknowledges she has not practised it recently with them or the children who have recently started. Children are encouraged to take care of the toys that they play with. The childminder encourages and supports them to tidy away when they have finished. Regular visits into the community and toys and resources within the setting help children to become aware of the wider world. Children receive praise and encourage as they play which helps them to feel valued.

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

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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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