

Inspection report for early years provision

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Inspection date	02/02/2010
Inspector	Caroline Hearn
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 was registered in 2008. She lives with her husband and two children aged two and four years in Thatcham, Berkshire. The whole of the ground floor is used for childminding plus the upstairs for sleeping. There is a fully enclosed garden for outside play. The house is accessible, however, there is only an upstairs bathroom.

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 a maximum of four children under eight and is currently caring for three children on a part time basis, all of whom are in the early years age group. The family have three pet cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly enjoy the time they spend with this childminder, who ensures all children participate in a wide range of interesting activities which fully support their ongoing development. She reflects well on her practice, accurately identifying any areas for development. She makes good use of support networks such as other experienced childminders and attends relevant additional training she is offered. She then effectively incorporates this new knowledge into her practice. This results in her offering a level of care that ensures all children are making good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- use observations of the children to plot the next steps of their learning
- ensure all children who have English as an additional language or those who are bilingual are offered opportunities to develop and use their home language/languages in their play and learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because the childminder prioritises this area, undertaking regular training to keep her skills and knowledge up to date. She shows a clear understanding of safeguarding issues and the procedure to follow should she have any concerns. All required documentation, such as registers, risk assessments, children's records and parental permissions are in place and these are regularly reviewed to ensure they continue to reflect current practice. The childminder has also developed a range of policies and procedures which well reflect the uniqueness of her childminding service.

The childminder undertakes ongoing self evaluation and this includes all aspects of her practice. She has developed good support networks with other childminders and the local authority development workers. She uses these networks effectively to discuss best practice and to keep up to date with any changes to legislation. She promotes equality and diversity, recognising each child as an individual with a particular set of needs. The childminder, however, recognises that she could do more to support the needs of children who are bilingual.

The childminder has a good partnership with parents and provides them with a great deal of information. This ranges from parents having their own set of her detailed policies and procedures to informal daily chats regarding their child's progress. The childminder also builds relationships with other early years provision children may attend to ensure she has a full picture of each child's stage of development. The childminder has a wide range of resources and these are regularly rotated to ensure they provide children with sufficient challenge.

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

Children form close and trusting relationships with the childminder and other children. The childminder takes time to get to know each child extremely well. This is evident in their discussions as she is able to talk about their favourite songs or places to visit. Children are offered a wide range of activities that covers all areas of their learning and development well. The childminder understands how to support children's learning. She knows when to get involved in a game and when to sit back and let the children think through solutions to problems, such as, which shapes go in which holes when playing with a shape sorter. During these activities the childminder will talk to children about colours, shapes, size and the pictures on the toys. She also praises the children's efforts and encourages them to, 'have another go' if they don't quite grasp a new concept. Children also go out everyday. They may visit the local nature centre and lakes or go to the children's centre to socialise with other children. The wide range of activities undertaken ensures all children are making good progress in their learning and development.

The childminder is trialling new ways of recording children's progress and these records contain lots of pictures of the children undertaking activities and written observations. Parents have also contributed to these records and added their ongoing observations of their children. These records are well set out and show very good partnership with parents. They do not, however, show children's next steps of learning. Despite this the childminder does have a good understanding of child development and does plan activities that enable children to progress.

Children's behaviour is managed in a sensitive way and the childminder makes good use of discussion to encourage the children to think through the consequences of their actions. Due to this, children's behaviour is generally good and they are considerate to the needs of others. Children also learn how to keep themselves safe through activities such as learning to stop, look and listen before crossing the road.

Children are offered plenty of drinks and snacks but bring their own packed lunches. The childminder does encourage parents to make healthy choices for these. Children are reminded to wash their hands after using the toilet. The childminder also ensures babies each have their own travel cots for their sole use; these simple yet effective steps help prevent the spread of infection.

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