

## Inspection report for early years provision

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**Unique reference number** 117024  
**Inspection date** 11/03/2010  
**Inspector** Sheena Bankier

**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 has been registered since 1999. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for six children under eight at any one time of which three may be in the early years age group. There are currently five children on roll in the early years age group. Children attend on a part-time basis.

The childminder lives with her husband and two secondary school aged children in Tilehurst, near Reading. The downstairs of the home is mainly used for childminding with access to the first floor for sleeping and toilet facilities. There is an enclosed garden for outdoor play. The family have a pet dog.

Local facilities, such as parks, schools and shops are within walking distance. The childminder is able to take and collect children from local schools and pre-schools.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Warm and caring relationships ensure children feel settled and secure in the childminder's care. Children benefit from a good range of play experiences to support their development. However, assessment and planning for children's next steps in learning is not fully effective. Self-evaluation is adequately developing and the childminder takes some positive steps towards improvement. The childminder has most required documentation in place. Good communication forges positive relationships with parents and other settings.

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

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

- ensure the certificate of registration is on display (Documentation) 19/03/2010
- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 19/03/2010

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

- develop the analysis of observations, and use findings to plan for the next steps in their learning
- develop partnerships further with parents and other settings in respect of children's learning and development.

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

The childminder has an appropriate awareness of safeguarding children's welfare. She has a suitable understanding of potential signs and symptoms of abuse and neglect. The childminder clearly knows how to access local safeguarding procedures and where to seek advice from in the event of concerns arising. Overall, the childminder assesses the potential risks and hazards to children well and takes positive action to reduce these, for example, by using safety equipment. However, the childminder does not have any records of the risk assessments she undertakes for the home, garden or outings to promote children's safety further.

Children have free access and independently explore and select from the good range of resources available. The childminder demonstrates a sound understanding of ensuring all children have equal access to the full range of resources, irrespective of their gender. Children feel included as the childminder encourages activities for all children to participate in, for example, completing a floor puzzle together. Children have access to appropriate resources to raise their awareness of social diversity.

Training is generally developing the childminder's understanding and knowledge of the Early Years Foundation Stage (EYFS). She recognises some areas to improve and these benefit children's outcomes, such as, making another part of her garden secure to extend outdoor play for children. The childminder is beginning to seek out further information to support her, for example, purchasing books to underpin planning for children's learning and development. As a result, the childminder sufficiently maintains stable continuous improvement.

Good relationships are in place between the childminder and the parents. They exchange information about children's needs. This contributes to continuity and consistency in meeting children's individual needs. Parents benefit from good verbal feedback about their children's days and the childminder offers 'two-way' written diaries for babies. The childminder has not fully considered encouraging parents to contribute and add to children's records of progress. Parents have access to the childminder's conditions of registration, however, the registration certificate is not on display. This is a requirement during minding hours. The childminder communicates with other settings, which supports times of transition. The information exchanged with other settings tends to focus mainly on children's welfare and care needs.

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

Children benefit from a good range of toys, play experiences and activities. The childminder is able to identify securely if children require any further support in their learning and development. She appropriately considers activities that will promote children's progress in any identified area. Suitable observations link to the

early learning goals and these provide some appropriate information regarding children's progress. However, observations are not sufficiently analysed and do not identify children's next steps in learning. As a result, planning for children's learning and progress is not fully secure.

Children show enthusiasm for their learning and play. They participate well in activities and sustain their concentration well, such as, sitting reading a book together. The childminder demonstrates a good understanding of the children as individuals, for example, their likes and interests. Children explore and select resources independently with support from the childminder when needed. Children benefit from a very warm and welcoming environment where there are good relationships established. As a result, children feel safe and secure in the childminder's care. Children are beginning to understand the expectations of behaviour, for example, children sometimes independently tidy up and the childminder encourages the use of good manners. Children demonstrate they are developing understanding of other people's needs, such as, offering a drink to their friend. Children mostly behave in ways that are safe for themselves and for others. The childminder provides very good praise and encouragement to children. This builds children's self-esteem and confidence well. As a result, children make good progress in their personal, social and emotional development.

Outdoor play and activities enable children to benefit from plenty of fresh air and physical activity. The childminder and children walk to and from the local schools and pre-schools and they enjoy regular visits to the park. Changes to the childminder's garden enable the children to extend their skills, such as, climbing up and down a small number of steps and using wheeled toys in a larger area. Children learn about good hygiene, for example, cleaning their hands before they eat. Children sit together at meal and snack times to promote their social skills. The childminder provides separate hand drying and individual clean bedding for children when they sleep. This avoids cross infection. The childminder encourages healthy eating by talking with parents, who supply their children's food. Food provided by parents is suitably stored to ensure it remains fresh to eat. This promotes children's good health and well-being.

Outings to toddler group and the drop-in sessions enable children to extend their social skills outside of the home. Children develop an understanding of the local community and meet a wider range of adults and children at these times. Children develop their understanding of the world they live in through role play, such as, pretending to cook. Children use mathematical language as they play, for example, 'too big' and the childminder offers suggestions to extend their problem solving skills. The childminder supports children by showing them how toys work, such as, the toy toaster and encourages children to develop independence in using the toy afterwards, by talking to them about how to work it.

The childminder and children enjoy reading books together. The children anticipate their favourite parts through actions in advance, such as, touching their nose. The children demonstrate they have a good understanding of books conveying meaning, as they sit and 'read' books verbalising and pointing to the pictures and words. The childminder soundly uses books to underpin children's learning, for example, to find colours, ask questions to promote thinking and communication,

and to count items in the pictures. Children benefit from a good range of modern technology toys, such as, toy mobile phones. Children use these in their role play, pushing the buttons and talking. As a result, children develop good skills for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written statement of procedures to be followed to safeguard children from abuse or neglect (Arrangements for safeguarding children) 19/03/2010
- implement a written statement of procedures to be followed in relation to complaints. (Procedures for dealing with complaints) 19/03/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the compulsory childcare register section. (Arrangements for safeguarding children and Procedures for dealing with complaints) 19/03/2010