

## Inspection report for early years provision

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<b>Unique reference number</b>	EY239892
<b>Inspection date</b>	02/03/2010
<b>Inspector</b>	Sheena Bankier
<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.

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## **Description of the childminding**

The childminder has been registered since 2003. 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 holds a recognised early years qualification.

The childminder lives with her husband and two older aged children in Caversham, near Reading. The downstairs is mainly used for childminding with access to the first floor for sleeping facilities. There is an enclosed garden for outdoor play.

Local facilities are within walking and a short driving distance, such as, parks, schools and shops. 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 good.

Children enjoy and benefit from a good range of activities, play experiences and outings. These support and extend children's development well. Overall, the childminder observes, assesses and plans effectively for children's outcomes. Further training and secure self-evaluation underpins the good continuous improvement the childminder makes. Effective procedures promote children's safety and well-being. Communication with parents is very good and leads to continuity and consistency in children's care. The childminder recognises the importance of developing partnerships with other settings.

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

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

- develop further the communication and partnerships with other settings that children attend to ensure that children's needs are met and there is continuity in their learning
- review the analysis of observations and assessments of children's progress and further extend the use of these to link to short term planning and the tracking of children's development.

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

The childminder demonstrates a very sound understanding of the importance of safeguarding children. She has previously undertaken child protection training, and is attending further training to ensure her knowledge and understanding is fully up

to date. Written policies and procedures ensure parents clearly understand the childminder's responsibilities to children. The childminder demonstrates a competent understanding of the potential signs and symptoms of abuse, and the procedures to follow in the event of these arising. This safeguards children's welfare effectively. Risk assessments very securely identify potential hazards and dangers to children in and outside of the home. The childminder uses appropriate safety equipment, such as, a safety gate at the playroom door, to promote children's safety and she closely supervises children at all times. This greatly reduces the potential risks to children. The childminder holds a current first aid certificate. She demonstrates an effective understanding of how to manage accidents and administer medication, ensuring she maintains the required records in relation to these. As a result, the childminder protects children's good health and well-being.

Regular training enables the childminder to soundly review and reflect on her practice and service. The childminder has taken some very good steps to make improvements since her last inspection, for example, she has gained a recognised childcare qualification and has taken positive action to meet the recommendations set. Self-evaluation ensures the childminder clearly recognises her strengths and good practice, and suitably identifies areas to develop. As a result, the childminder makes good continuous improvement.

A warm and welcoming environment ensures children feel at ease in the childminder's home. The childminder has a good range of resources that she maintains in a good clean condition. Resources are freely accessible to children as they are stored at a low level. As a result, children make their own choices and initiate their play. Resources reflect the diverse society. The childminder encourages the celebration of differences, for example, children bring in items relating to their backgrounds for 'show and tell' times. This effectively supports children's respect and understanding of their peers and friends. The childminder engages with parents well. She provides a good range of information about her service, such as, written policies and procedures. 'Two-way' diaries ensure that communication is effective. This ensures continuity and consistency in children's care. Partnerships with other settings are developing and the childminder has some good links established.

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

Children feel safe at the setting as they enjoy good relationships with the childminder. They are happy and settled in her care reflected in children's strong sense of belonging. Children's behaviour is very good and they demonstrate appropriate understanding of the rules and boundaries and expectations of behaviour. Consistent praise and encouragement builds children's self-esteem and confidence well. Children develop awareness and understanding of their own safety, such as, practising the evacuation procedure. Children show consideration for other children, such as, finding suitable toys for the baby. Children regularly visit toddler groups in the community, enabling them to develop confidence outside of the home, access different resources and activities, and extend their

social skills with a wider group of people.

Good hygiene routines encourage children to develop positive self-care skills, such as, being independent whilst visiting the toilet. Children regularly wash their hands and individual hand towels avoid cross-infection. Children learn to reduce the spread of infection, as the childminder reminds them to cover their mouths when coughing. The childminder encourages children to be physically active both in and out of doors. Children gain from using 'pop-up' tents and tunnels and they participate in action songs indoors. Regular and effective use of the garden and local parks ensure children benefit from fresh air and extend their physical skills. Parents provide meals and snacks for children and the childminder encourages children to eat the healthier food first. Healthy choices of drinks are on offer, for example, water. This promotes children's good understanding of a healthy lifestyle.

The childminder interacts warmly with children. She asks open questions to support children's thinking and problem solving skills effectively, for example, when children are completing puzzles. This supports children's problem solving, reasoning and numeracy development well. Children use their creativity as they play with small world and role play resources, such as, dolls and through this, learn about caring for others. Outings promote children's understanding of their local area, for example, trips to the library to select books and walks by the river to feed the ducks. Children take part in activities to celebrate traditional festival and religious events, for example, making cards for Mother's Day. As a result, children learn and develop respect for their own and other people's cultures. In addition, this enables children to use their fine motor skills, as they scrunch up the tissue, control the glue stick, and use their eye and hand co-ordination to place the tissue onto the card. Children use their emergent writing for a purpose as they write in the card. The childminder supports this well by offering solutions, such as, tracing over dots to form letters when required, and talks to children about the letter and forming it. This enables children to develop good skills for the future.

Children enjoy a wide range of activities that supports their development well. Children enjoy their learning and participate well in activities. They make good progress towards the early learning goals. The childminder demonstrates a good understanding of how the play experiences, activities and outings support children's development and progress. She plans for children's learning using flexible short and medium term planning. The identified next steps for children's learning in the observations do not always clearly link with short term planning. Observations successfully demonstrate children's achievements and the childminder matches these securely to the early learning goals. Although, the childminder does not always review the next steps of learning identified through the observations, to ensure she securely tracks children's development and progress. Parents contribute to the development records, such as, photographs. Examples of children's own work is included. This makes the records more meaningful.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<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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### Outcomes for children in the Early Years Foundation Stage

<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**

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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