

Inspection report for early years provision

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Inspection date	17/03/2010
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).

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 1994. She lives with her adult children in Reading, Berkshire. The ground floor of the premises is used for minding, upstairs for sleeps only. There is a secure garden for outdoor play. The family have a pet rabbit.

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 six children under eight years at any one time. Overnight care may be provided for two children under eight. The childminder is currently minding three children in the early years age group.

The childminder is prepared to take and collect children from local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an exciting and stimulating environment where children can play and learn as they access a huge range of resources attractively set out to promote their learning. The childminder provides an inclusive environment as she values each child, gives consideration to their family circumstance and individual needs and builds up excellent relationships with the parents, working closely with them to promote continuity of care. To support children's welfare and maintain children's safety all policies and procedures are in place. The childminder demonstrates commitment to improving her practices for the benefit of the children as she recognises and discusses her strengths as a childminder and future aims, such as planning for children's next steps, using her observations and assessments to further support children's learning.

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 planning children's next steps in learning through observations and assessment of their development

The effectiveness of leadership and management of the early years provision

The childminder organises her home and the childminding day to provide children with opportunities to rest and play according to their needs and parental preferences. Children move around the conservatory playroom and her home safely, gaining new skills that promote independence in everyday events and activities. For example, as they begin to dress themselves, self select from the range of stimulating, challenging and age-appropriate resources the childminder provides and choose whether they want to play indoors or outside. To protect

children's health and well-being policies and procedures such as medication, accident and incident reporting and complaints are in place. These are shared with parents initially at pre-visits and displayed prominently alongside a range of other child related information throughout the childminder's home. All required documentation about the children is in place, kept securely and confidentiality observed. The childminder safeguards children as she has updated her information in line with Local Safeguarding Children's Board procedures, as requested at her last inspection, and demonstrates a thorough understanding of the signs and symptoms of abuse and the procedures to follow if she has any concerns. The childminder is aware that all adults aged over 16 in the household require relevant checks and accurately kept registers and visitors procedures ensure the childminder has a record of who has been on the premises. To further protect children the childminder has risk assessments in place for the premises and for outings and completes ongoing visual checks throughout the day. The childminder is proactive in supporting the provision of an inclusive environment and welcomes all children recognising their individual needs. She promotes children self-esteem as she works closely with the parents to actively support the children's sense of belonging and consequently help children feel happy and settled within her home. Parents' letters and thank you cards communicate their obvious delight at the learning experiences their children receive. Parents state that the childminder is always considerate to family needs and that their children are happy and well cared for. The childminder demonstrates through discussion how she achieves links with others involved in the children's care and learning, for example, through liaising with parents and professionals to meet children's needs.

Children's starting points, likes and dislikes and any specific individual requirements are discussed with parents initially. The childminder shares with parents daily information about the children as she discusses with them their child's well-being. Systems for recording children's progress, using observation and assessment, are in place. However, the childminder is in the early stages of using these to help her effectively identify and plan children's next steps. The childminder self-evaluates her provision as she considers steps to move her practice forward. She demonstrates through discussion a clear idea of her strengths and areas where children's learning opportunities would be enhanced.

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

Children have a warm, relaxed relationship with the childminder as they play happily in the extremely well resourced environment the childminder provides. Children confidently self select from the age-appropriate range of equipment that is easily accessible to them. For example, they move to music on a children's television programme and then play with a broad range of musical instruments, exploring as they shake, bang and blow them to make their own sounds. Children are beginning to understand about good hygiene practices, as the childminder helps them to recognise that they need to wash their hands, for example, before eating and taking part in a biscuit decorating activity. The childminder provides a good role model as children see her wash her own hands, wipe the table before using for meals and cooking, and explain appropriately to the children why she

needs to wipe their runny noses. These routine activities, alongside maintaining toys and resources in a clean and safe condition, help prevent the spread of infection. A sick child policy is in place of which parents are aware. Children freely access drinks and the childminder operates a healthy eating policy. She is aware of each child's dietary requirements and prepares snacks and meals in line with each child's needs and parents' religious, cultural and personal preferences. Parents may provide meals if they wish. The childminder has completed food safety training and ensures that all food is stored appropriately to remain fresh. Mealtimes are social occasions when the children sit at a table together, this helps provide a sound basis for future good eating habits. Daily routines provide opportunities for the children to have fresh air and be energetic both in and outdoors as they choose, for example, to move to music indoors, and outdoors push and ride wheeled toys around a path of their choice, climb and run or use tools to hammer and saw on the children's toy workbench. Outings in the local community to a variety of groups, parks and walks to a nearby river provide children with opportunities to experience a range of equipment and find out about their environment. Toys and equipment to help increase children's control and coordination, such as puzzles, pencils, paintbrushes and a range of construction equipment, are all readily available to the children. The childminder knows the children's needs well, respects parents' wishes and provides opportunities for quiet times and sleeps when required.

Children are lively but respond well to the childminder who frequently praises them to promote positive behaviour. She encourages children to develop respect for each other and the resources as she reminds them about sharing the toys and asks them to help tidy away before snack or a planned activity. Children begin to learn about keeping themselves safe and caring for others as the childminder reminds them of the possible consequences of their actions. For example, an older child is reminded that a younger child is much smaller and that physical play needs to be gentle. The childminder is proactive in helping children to begin to understand and recognise that while there are common values everyone is different, whether it is age, language, culture, religion, background or disability and that all differences should be valued and respected. To further reinforce this, the childminder has an excellent range of resources that promote positive images. Children's thinking and language skills are beginning to develop as the childminder listens to the children carefully and responds to them, repeating sounds back to young children as identifiable words to help them recognize that words have meaning. There are opportunities to mark make as children have access to pens, crayons and paper and they begin to recognise the written word as they make cards for festivals and special occasions and access a variety of books. Children choose books as they wish and there are comfy sofas where they can sit to enjoy them. Children develop problem-solving and mathematical skills through everyday events, for example, they build with a variety of construction resources, count their steps with the childminder as they walk across the room, stick shapes onto cards and sing nursery rhymes and action songs that include numbers. Children find out about the natural world as they watch the rabbit in the garden, walk to the river to feed the ducks and plant vegetables that they are responsible for caring for. Child size watering cans and garden tools are available to ensure that all children can participate. Photographs give example of children's art and craft work and the range of media to which they have access, some activities are completed within

the childminder's home and others at groups the children attend with the childminder.

The childminder interacts well with the children, working to build on their individual needs, supporting them age appropriately and offering opportunities for child initiated and adult led activities that build their confidence and self-assurance. The childminder has clear understanding of the six areas of learning, is aware that children learn through play and ensures they have access to resources that help promote their learning. The childminder enjoys and is enthusiastic about her role as a childminder, recognising her experience as a strength and discussing how she regularly undergoes further training to learn new skills and uses these to improve her practice and benefit the care and learning of the children.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1

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	2
The extent to which children adopt healthy lifestyles	1
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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