

Inspection report for early years provision

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Inspection date	05/03/2010
Inspector	Margaret Davie
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 was registered in 2005. She lives with her husband and 11 year old child in Reading, Berkshire. The whole of the ground floor of the childminder's house is used for childminding with bathroom facilities on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children at any one time, of whom three may be in the early years age group. She is currently minding two children in the early years age group part time as well as two older children, who attend occasionally during school holidays. The childminder supports children who speak English as an additional language. She walks to local schools to take and collect children and she is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder meets children's individual needs well. She has a good knowledge about their interests and ensures she provides activities which they will find stimulating and enjoyable. As a result, they make good progress in their learning and development. Most required records for the efficient management of her setting are in place. The childminder reflects on the quality of her provision and effectively promotes continuous improvement. She has addressed the recommendation made at the time of her previous inspection by increasing the range of resources available to children in her garden.

What steps need to be taken to improve provision further?

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

- update the record of the risk assessment to include all types of outings
- include anything with which a child may come into contact with in the risk assessment.

The effectiveness of leadership and management of the early years provision

The childminder has recently updated her safeguarding training and is clear about how to protect the welfare of children. All adults in her household have been vetted to ensure they are suitable. Risk assessments are conducted and she uses a range of safety measures in her home to promote children's safety, such as affixing a gate at the bottom of the stairs. However, the risk assessment does not include all risks within her home. For example, she has not ensured the glass in a low level cabinet has been safety treated. Risk assessments are carried out for

outings to ensure children are safe; however, a record to show when these were done is not maintained. An emergency evacuation plan is in place and she checks her smoke alarms regularly to ensure they are in good working order. The childminder's home is well organised, giving children the opportunity to move around and play comfortably. For example, the play room is well equipped with a range of suitable, age appropriate furniture, toys and equipment which children can access independently to promote their learning. The childminder promotes equality and diversity well, informing herself through discussion with parents, about children's individual requirements. She ensures children have access to a range of resources and activities which help them learn about the wider world.

The childminder is committed to the continual improvement of her setting. She keeps her skills and knowledge up-to-date by attending regular training such as the introduction to the Early Years Foundation Stage curriculum. She evaluates the quality of her provision informally and through regular discussions seeks the views of parents about their satisfaction with the care and learning provided. Good relationships are developed with parents. Daily feedback ensures they are provided with full information about their child's care. When children first start she obtains information from parents about their preferences, interests and starting points to enable her to meet their individual needs. Developmental records including children's next steps are regularly shared with them. She works in partnership with other early years settings attended by children such as the local pre-school to promote consistency in their care and learning. Correspondence from parents shows that they are very happy with the care provided by the childminder.

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

Children are happy and well settled in the childminder's home. She treats them with kindness and is attentive to their individual needs. She is knowledgeable about their individual routines and as a result caters her care to their individual requirements. For example, she provides a timely meal to a child she knows has had a very early breakfast. Children's understanding of safety issues is reinforced through discussion. For example, a child is reminded to sit on a chair properly to ensure it does not fall over and she explains carefully to another child why it is important not to run away when they go out for a walk. Children gain an understanding of how to lead a healthy lifestyle as they enjoy fresh air and exercise on a daily basis, on walks to the park and to the school or while playing with the toys in the childminder's garden. The childminder works with parents to ensure food sent from home is healthy and she helps children develop an understanding of sound hygiene practices. Children are closely supervised at all times and she is a good role model, helping them understand the importance of sharing and taking turns.

The childminder knows children well, providing an enjoyable range of toys and activities. For example, a wide range of drawing, art and craft materials is available to meet the interests of a child. Young children confidently investigate the range of age appropriate resources. For example, the childminder sets out and demonstrates how to build a tower with a stacking toy encouraging a young child

to show an interest in what she is doing. The child quickly tries to copy her example, thereby developing both their physical and problem solving skills. The childminder gives lots of praise and encouragement which boosts children's confidence and self-esteem. She follows children's interests and involves herself in their play to ensure they get maximum enjoyment out of the activities; for example, playing peek-a-boo with a young child who has put on a large hat. The child giggles with delight and demonstrates their enjoyment by encouraging her to hide over and over again. She talks to children constantly about what they are doing and responds to the sounds they make, thereby developing their vocabulary. She involves herself in their imaginative play to extend their learning; for example, by providing more resources such as a doll with long hair to brush, when a child plays with the hairdressing resources. Children learn about the local environment as they attend the parent and toddler group, visit the local library and other childminder's homes where they have opportunities to socialise with a wider group.

The childminder makes regular observations of children's activities which she analyses to identify their next steps in learning. She works closely with parents to ensure children reach developmental milestones; for example, by helping to decide when it will be the right time to start a child's toilet training. A summary assessment is conducted monthly to provide an overview of children's progress and to identify any gaps in their learning.

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	3
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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