

Inspection report for early years provision

Unique reference number	EY398994
Inspection date	03/03/2010
Inspector	Louise Bonney

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 2009. She lives with her partner and young child in Reading. The property is close to local schools, shops and amenities with a park nearby. The whole of the property is used for childminding with sleep and toilet facilities available on the first floor. There is a fully enclosed garden available for outside play. The family have no pets.

The childminder is registered under the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, no more than two may be in the early years age range. She has two children currently on roll in the early years age range, attending part-time. The childminder provides care from Monday to Friday throughout the year.

The childminder takes and collects children from local preschools and schools and goes to several toddler groups and Sure Start children centres regularly. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides an inclusive setting in which children settle well and enjoy activities that promote their learning and development well. She has effective relationships with parents, although partnerships with others such as playgroups are less effective. She shows commitment to continually improving her provision and is developing her knowledge of the Early Years Foundation Stage to support her self-evaluation and provision. The childminder closely supervises the children to protect their safety, but has not taken reasonable steps to remove all the risks previously identified by inspectors. This breaches the welfare requirements.

What steps need to be taken to improve provision further?

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

- update the risk assessment to include all identified hazards and take all reasonable steps to ensure that hazards are kept to a minimum (Suitable premises, environment & equipment) (This also applies to both parts of the Childcare Register). 17/03/2010

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

- continue to develop understanding of the Early Years Foundation Stage in

order to support reflective practice and self-evaluation and to identify strengths and priorities for development

- develop a regular two-way flow of information with other providers, such as preschools, to share the children's development and learning records and any other relevant information.

The effectiveness of leadership and management of the early years provision

The childminder develops written policies and procedures and maintains accurate records, which she shares with parents. She understands the procedures to follow if she has concerns about children's safety and records any existing injuries they may have. This safeguards the children. She records risk assessments of the premises and outings, takes steps to remove some hazards and closely supervises the children in order to prevent accidents. However, risk assessments do not include all hazards previously identified by inspectors and steps have not been taken to make safe all low glass, the bathroom lock and accessible toiletries and garden fencing. This breaches the welfare requirements.

The childminder reviews and improves systems for recording individual children's progress and is now more clearly identifying their next possible steps. She establishes good partnerships with parents and liaises with them about effective ways for sharing information. This led to the use of e-mail to send them photographs of activities and exchange messages. She seeks and acts upon feedback from parents, introducing activities they suggest and building on their learning at home. The childminder improves her knowledge through booking additional training, such as for safeguarding children and by referring to the Early Years Foundation Stage practice guidance. She identifies some future improvements, such as additional resources to buy and has begun to more systematically reflect on her provision through the completion of the on-line self-evaluation form. She is aware of the need to develop partnerships with other provisions children attend in order to provide continuity in children's care and development which, although parents have consented, is not yet established. This shows suitable commitment to continually developing her knowledge and provision.

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

Children enjoy a wide range of activities both at home and when visiting groups each day, such as local Sure Start children centres. The childminder carefully uses her monthly observational assessments as well as unrecorded observations of the children's individual progress to plan suitable challenges. She develops weekly activity plans which take account of planned activities at the various groups the children attend. In this way she ensures they experience activities that promote all areas of learning, with good exposure to their local community and its diversity. This helps ensure children make good progress towards the early learning goals.

Children are happy and show they are confident in the childminder's care. She celebrates their successes as she holds them up to look at photographs of their writing skills displayed at preschool. She extends their ability to communicate and think as she asks open questions and encourages them to think matters through. Children express themselves clearly, enjoying their conversations with the childminder. Children have good opportunities to show curiosity and explore, such as when they hunt for bugs in the garden and closely examine them, or as they spread paint with their hands. They develop friendships with others and enjoy being involved in planning and anticipating enjoyable activities, such as a trip to the park with friends. Children behave well and the childminder is very consistent, which helps them learn appropriate behaviour. They show thoughtfulness and an awareness of expectations as they consider whether they need to share their bun and the childminder kindly helps them by suggesting she gives the others some cake. Older children are helpful as they kindly help younger children to sit at the table and the childminder models thoughtfulness, which children absorb.

Children develop clear understanding of how to play safely. The childminder encourages them to consider the possible consequences of climbing through a tunnel that is balanced on a bench and they put it on the floor for safety. Children learn to cross roads safely as they hold hands and look each way. They use large apparatus in parks and children's centres. This helps them identify and learn to manage suitable risks.

Children show independence as they arrive and change into slippers and help unwrap lunches brought from home. Children show they are keen to try new foods, such as prunes, which the childminder shares with them to encourage them to develop their tastes. The childminder provides healthy snacks and drinks are always available. She encourages children to keep to their routines and to have their naps, which they quickly settle to. This ensures they cope well with their day and have energy for their activities. They have daily opportunities for physical activities outside in the fresh air, either in the garden, parks or children's centres. This supports the children's understanding of how to be healthy.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
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

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:

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:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 17/03/2010

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 in the early years section of the report (Suitability and safety of premises and equipment) 17/03/2010