

Inspection report for early years provision

Unique reference number	138850
Inspection date	22/01/2010
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 2000. She lives with her husband and two children aged 12 and 16 years in Wokingham, Berkshire. Her home is within walking distance of local facilities including schools, shops and parks. The childminder uses the whole of the ground floor of the house for childminding with sleeping facilities provided in an upstairs bedroom. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding six children in the early years age group for a variety of sessions. She also cares for three children over eight years of age. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy in the childminder's welcoming and friendly setting. They make good progress in their learning and development because the childminder is knowledgeable about how to meet their individual needs. They develop very good relationships with the childminder and each other. Most required records are in place to support children's welfare. She evaluates her practice regularly, taking the views of parents and children into account, and has conducted a comprehensive self-assessment of her service.

What steps need to be taken to improve provision further?

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

- ensure written permission is requested, at the time of each child's admission to the setting, to the seeking of any necessary emergency medical advice or treatment in future (Safeguarding and promoting children's welfare) 12/02/2010

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

- continue to develop the procedures for assessing children's achievements in order to clearly track their progress over time

The effectiveness of leadership and management of the early years provision

The childminder implements a comprehensive range of policies and procedures to ensure the smooth running of her setting. She demonstrates a clear understanding of safeguarding procedures, including the possible signs and symptoms of abuse and helps children become aware how to keep themselves safe. She ensures that all adults in her household have had appropriate suitability checks. All risks in her home and for outings are thoroughly assessed to keep children safe. She uses a range of safety measures to further protect them such as affixing door jams in her home to prevent children trapping their fingers. She has up-to-date first aid training in place to deal with minor mishaps, and has obtained parents' permission to administer first aid to their child. However, she has overlooked requesting their additional permission to seek emergency medical advice or treatment as needed, as she thought her first aid permission was sufficient to cover this eventuality. This is a breach of a regulation.

The childminder has a good understanding of her role in promoting equality and diversity and ensures that children gain an understanding of the wider world by providing them with access to activities and resources. For example, they enjoyed making Rangoli patterns to celebrate Diwali. The childminder uses her resources effectively to promote children's learning and development by ensuring they are easily accessible and suitable for their stage of development. Parents are provided with detailed information about her setting to promote the full inclusion of each family. Home link books support a good two way communication between the childminder and parents to ensure the needs of children are met. Developmental records are regularly shared with parents and she requests they contribute to their child's assessment information. Correspondence received from parents indicates that they value how well she meets the needs of their children, her encouraging and supportive manner and the exciting activities she organises to help children make progress. She establishes good partnerships with other early years settings attended by children to ensure continuity in their care and learning.

The childminder supports and develops her service by attending regular training such as food safety and about implementing the Early Years Foundations Stage curriculum. She has also recently completed a National Vocational Qualification in Children's Care, Learning and Play. She evaluates her practice regularly and has identified strengths and areas for development such as joining a local childminding network to support continual improvement in the outcomes for children.

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

Children are well settled in the childminder's home and have fun exploring the resources and taking part in activities. They receive good support from the childminder who spends her time playing with them to extend their learning. For example, she helps children build a den under the kitchen table as they enjoy re-enacting the story of 'going on a bear hunt'. She chats to them constantly about

what they are doing and thereby develops their vocabulary. She intervenes skilfully to prevent frustration setting in, when a child becomes upset because a resource gets tangled, encouraging the child to be calm and work out how to untangle it. Children become excited as the childminder sets out the play dough. She helps them to share and take turns, and they laugh and giggle as she shows them how to make funny hair for their models. She extends their learning as she encourages them to practise their numeracy skills by counting resources as they take them out of the box. Children play with a variety of resources such as toy laptops, books and puzzles and as a result develop the required skills to prepare them for their future education.

The childminder successfully adapts activities to suit the developmental stages of the children. For example, while older children use small tools to model with the play dough a young child is given a big lump of it to explore, while she carefully watches to make sure none is swallowed. She makes regular observations of children's activities, keeping written records, photographs and examples of their work to support her assessments. She matches activities to the requirements of the early learning goals and uses this information to identify their next steps. A summary assessment is conducted to track children's progress over time, however there are some gaps in the areas of learning this covers.

Children play in a welcoming and child-friendly environment. They have free access to lots of interesting resources in the well appointed playroom. Their learning is supported by the posters and many labelled pictures which are displayed. The childminder's home is well organised to provide plenty of room for children to move around safely and for young children to practise their walking skills. Children make choices about the resources they wish to play with. For example, a child decides to dress up as 'spiderman' during a game. They receive a good balance of free choice and more adult led activities such as cookery, to support their development. They behave very well and form excellent relationships with the childminder and each other. Through very good role modelling and regular discussions, the childminder encourages children to gain an understanding and have consideration for the needs of others. For example, when it is time for a young child's nap, she carefully explains that the child is tired and is in need of rest, and asks for their cooperation to play quietly. Children socialise regularly with children at toddler groups and on visits to other local childminders' homes.

Children gain an excellent understanding about how to keep themselves healthy. Discussions and posters help them to understand the importance of regular hand washing in order to minimise the spread of germs. They have a keen understanding about why they each have an individual hand towel to use. The childminder enables them to make independent choices about when to have a snack and ensures they have access to their drinks at all times. They increase their understanding of healthy eating as they make their own sandwiches at lunch time and discuss nutritious fillings with the childminder. Clear hygiene procedures are in place for nappy changing and the childminder keeps her house very clean and tidy. Children get plenty of exercise and fresh air as they walk to school, play in the childminder's garden or visit local play parks. Their understanding of how to keep themselves safe is supported as the childminder practises and discusses evacuation procedures and encourages them to take safe risks in their play, for example as

they use large outdoor play equipment. Children demonstrate that they feel safe as they move around the childminder's home confidently and approach her regularly for support. She gives them lots of positive encouragement and cuddles as they play, which makes them feel secure and develop high levels of self esteem.

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	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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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