

Inspection report for early years provision

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Inspection date	27/04/2010
Inspector	Sheena Bankier
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.

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Description of the childminding

The childminder was registered in 2009. She lives with her husband and two children aged five and two in Theale, West Berkshire. The whole of the ground floor of the home is mainly used for childminding. There is a fully enclosed garden available for outside play. The childminder attends the local toddler group and takes children to the local library and parks. The family have a pet dog and rabbit.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight at any one time. There is one child on roll in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time with the childminder and her family. A good range of activities, outings and play experiences support their learning and development well. The childminder effectively promotes children's good health and their safety. Most documentation meets the requirements of the Early Years Foundation Stage. The childminder appropriately considers her service and practice to suitably promote and drive improvement. She develops good partnerships with parents and others.

What steps need to be taken to improve provision further?

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

- make a record of risk assessments clearly stating when they were carried out, by whom, the date of review and any action taken following a review or incident. (Documentation) 14/05/2010

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

- review observations and ensure these identify the next steps in children's learning
- develop self-evaluation to identify future improvements.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of safeguarding issues. She has a very sound understanding of potential signs and symptoms of abuse and the procedures to follow in the event of concerns about children's welfare arising. A

good range of documentation supports the childminder in understanding her responsibilities to safeguard children's welfare. In the event of concerns, these provide clear information to support her, such as flow-chart information detailing the steps to follow and local contact numbers. The childminder is fully aware of potential dangers to children. She effectively reduces risks and hazards to children by using appropriate safety equipment, boundaries and supervising children closely. The childminder does not have any records of the risk assessments she undertakes for the home, garden or outings to further promote children's safety.

In the short time the childminder has been minding she has realistically evaluated her service and practice. She gains parents and children's views through discussions, and is considering other ways to encourage parents' opinions of her service. The childminder is taking positive steps to drive continuous improvement appropriately, for example, accessing further training to support and increase her understanding and knowledge. This benefits the children and parents.

The childminder treats all children fairly and equally. She provides equal access to the good range of resources, irrespective of gender. A range of local facilities are utilised well, such as rhyme time at the library, parks and toddler groups. Children feel valued and included at the childminder's home. The childminder understands children's individual needs very well, for example, providing specific activities to support children individually. She works in good partnership with parents and others to gain and exchange information. This results in her fully supporting children in their care and learning needs. Children, therefore, positively benefit from continuity in meeting their needs. Parents receive good information about the childminder's service, and their children's day and progress, such as written policies, daily diaries of their children's day, photographs, and items the children have made. As a result, they are well informed.

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

Children feel safe and secure in the childminder's care. Good relationships are in place between children and with the childminder. Children are relaxed and at ease in the childminding home. Children enjoy spending time together, playing and cooperating well with one another. Children's behaviour is good and they are beginning to develop a suitable understanding of respectful behaviours, such as using good manners. The childminder promotes good sharing and turn taking through clear boundaries and explanations. She uses appropriate behaviour management strategies, such as distraction and redirection, when necessary. This enables children to continue to play harmoniously. Children's artwork on display ensures children feel valued and encourages a strong sense of belonging. The childminder offers plenty of praise and encouragement. This enables children to build good levels of self-esteem and confidence. Children develop their social skills and confidence outside of the home through attending story and rhyme sessions at the library and toddler groups. Children are beginning to learn about traditional celebrations, for example, Easter. Resources appropriately reflect positive images of the wider society to enable children to develop understanding of people different to themselves.

Fun activities enable children to explore and learn through their play and activities. Children enjoy spending time outside, such as regular visits to the park and play in the garden. This means they benefit from plenty of fresh air. Children develop a good understanding of their own safety whilst out, for example, practising road safety procedures. Outdoor activities and play experiences support all the areas of learning. Children grow herbs and take care of these by watering them and watch them grow; they make observations with the childminder about how big the plants are growing. Physical play equipment enables children to develop control and coordination over their bodies, such as using ride on toys. Children explore and investigate different media and use their creativity well, for example, playing with small cars in the sand, making hand and foot prints during water play, and using large chalks to mark make on the patio. The childminder follows children's interests and also extends and supports children's learning effectively, such as encouraging children to add eyes and noses to the chalk outlines of themselves, and provides materials for children to make flags for the sandcastles they make. This means children learn through their play well.

Home cooked and prepared meals offer children healthy well-balanced meals. The childminder encourages children's participation in preparing meals, for example, mashing potatoes. Children also enjoy cooking activities. This enables children to become more familiar with food and develop confidence in trying new foods. The childminder uses cooking activities well to support children's understanding that print carries meaning and of mathematical concepts. For example, they look at the recipe and make a shopping list to buy the ingredients. Children count the number of ingredients and then make cakes with them. Regular hygiene routines enable children to develop understanding of self-care, such as cleaning their hands after using the toilet.

The childminder demonstrates a good understanding of how activities, play experiences and her resources link to the areas of learning. She uses her good knowledge and understanding of children as individuals and takes into account children's interests, for example, discussing options for the afternoon's activities to gain children's level of interest. The childminder uses the information to provide activities that support children's learning and development securely. This enables children to develop sound skills for the future. Regular written observations record children's achievements and progress, although these do not always identify children's next steps of 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	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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	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	3
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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