

Inspection report for early years provision

Unique reference number	117015
Inspection date	27/04/2010
Inspector	Gillian Little

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 registered in 1998. She lives in West Reading, Berkshire with her two adult daughters and her teenage daughter. The childminder uses the ground floor of the house for childminding, with the exception of a bedroom. The bathroom is located on the first floor. A fully enclosed rear garden is available for outside play. Access to the provision includes three steps into the house. The family has two rabbits and some tropical fish.

The childminder offers care on a daily basis and walks to a local school and playgroup to take and collect children. She is registered to care for a maximum of six children under eight at any one time, of whom no more than three may be on the Early Years Register. She is currently minding four children in the early years age group on a part-time basis. Provision for children aged over five years is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder supports children who speak English as an additional language.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are relaxed and settled in this safe and caring environment. Good partnerships with parents and other settings which children attend enable the childminder to meet individual needs effectively. A strong commitment to inclusion ensures that all children make good progress towards the early learning goals, including those who speak English as an additional language. The childminder effectively reflects on her practice through discussions with other professionals and identifies her documentation as an area for further improvement.

What steps need to be taken to improve provision further?

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

- develop self-evaluation processes in order to continually look for ways to improve the quality of the learning, development and care on offer.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of safeguarding children procedures, including possible symptoms of abuse and how to record and refer concerns. She ensures that all household members have appropriate background checks. She provides a safe and secure home, and carries out daily risk assessments. She supervises children closely and ensures their safety at all times,

such as strapping young children into their chairs while she is preparing a snack. A good range of toys and resources is easily accessible for children to explore freely. The childminder shows a commitment to sustainability by helping children to learn about recycling household items and growing their own plants. She maintains all records, policies and procedures effectively and these work well in practice to ensure the safe management of the provision.

The childminder actively promotes equality and diversity. She monitors children's development closely, ensuring that they are all able to progress as well as they can. She works closely with parents to find out about children's individual needs, routines and development levels when they first start with her. She is proactive in seeking additional information to support children who have specific needs. She involves parents in their children's learning by sharing observation diaries, engaging in daily discussions and encouraging them to support different aspects of learning at home. Parents are very positive about the setting, commenting that the childminder provides very varied opportunities, a supportive and caring environment, and that they feel well-informed. The childminder also routinely talks to staff at another setting which children attend to ensure she has good information about daily routines and any welfare issues.

The childminder attends a childminding group every week and uses this opportunity to share good practice with other childminders and to seek support and advice from other professionals. She routinely updates her knowledge of children's care and learning through reading and attending courses. She has maintained good levels of practice since the last inspection, although she is not systematically identifying many areas for further development.

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

Children are very relaxed and comfortable with the childminder and respond well to her. They understand routines and are keen to engage in activities. Behaviour is good and children have a variety of opportunities to learn about people who are different from themselves. For example, they join in with each other's cultural celebrations and they routinely visit a local West Indian restaurant to help them learn about food from a different culture.

Children benefit greatly from the childminder's close and constant attention. They are able to explore resources freely at their own pace while the childminder is on hand to support them. Young children become engrossed playing with dolls as the childminder extends their play and communication skills through effective questioning and discussion. Children show a keen interest in exploring play dough and the childminder shows them how to cut out shapes and count them into a container. With her support, children become absorbed in filling and emptying the container, and attempting to secure the lid. They become very animated when sharing books and they keenly help the childminder to turn the pages. This close support from the childminder ensures that all children, including those who speak English as an additional language, make good progress in their communication skills and other areas of learning.

Older children are also able to engage in meaningful experiences as the childminder is familiar with their individual interests, such as gardening, dragons, rocks and fossils. Activities such as growing plants and developing a space project effectively support such interests.

All children have good opportunities to be outdoors and to explore their local environment. For example, they learn to walk, rather than using the car, and visit local parks and toddler groups, as well as enjoy special outings, such as a trip to the river and a train ride. They enjoy a range of healthy snacks, such as fruit and breadsticks, and they occasionally help to make biscuits. They learn about good hygiene practices, and even young children show familiarity with routines, such as holding out their hands to be cleaned.

Children learn how to keep themselves safe by discussing road safety and playing a traffic light game. They routinely practise fire drills to help them learn about safe evacuation and the childminder encourages older children to talk about similar experiences at school and preschool.

The childminder makes weekly observations of children's progress, clearly recording these, showing how activities support children's learning and how they link to the Early Years Foundation Stage. She identifies children's next steps for development and incorporates these into her day-to-day activities. She routinely uses the Early Years Foundation Stage guidance to ensure that children are progressing as well as they can.

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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met