

## Inspection report for early years provision

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<b>Unique reference number</b>	117034
<b>Inspection date</b>	14/07/2010
<b>Inspector</b>	Caroline Hearn
<b>Type of setting</b>	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 1999. She lives with her two children, aged 22 and five years, in Reading, Berkshire. Most childminding takes place on the ground floor and there is a fully enclosed rear garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may provide care for a maximum of five children at any one time, of whom three may be in the early years age group. There are currently three children on roll, aged between six months and 11 years. The family have one cat.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy spending time with this childminder. The childminder has a good understanding of each child's preferences and uses this knowledge to plan a wide range of activities. Due to activities being so closely tailored to children's interests all children enjoy their learning and are making good progress. The childminder reflects well on her practice, adjusting and developing this to ensure she is able to meet the ever-changing needs of both the children and their families.

## **What steps need to be taken to improve provision further?**

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

- consider including children's next steps of learning in their development records
- provide extra opportunities for parents to be involved in their children's learning by contributing to development records.

## **The effectiveness of leadership and management of the early years provision**

The childminder understands the need to safeguard children and this underpins all aspects of her practice. She is aware of the local child protection procedures and how to follow up any concerns she may have. She undertakes detailed risk assessment on her home and any outings she may take the children on. The childminder also has a detailed set of policies and procedures that underpin her good practice. All this contributes to children being safeguarded properly.

The childminder makes effective use of evaluation to reflect on all aspects of her practice. She reviews her documentation, such as children's development records to ensure they contain the required detail. The childminder promotes equality and diversity, recognising each child as an individual with a particular set of needs.

Parents comment on the special relationship their children have with the childminder and value how flexible she is when it comes to meeting both the children's and their families' needs. The childminder has not as yet begun encouraging parents to contribute to their children's development records. This results in these records not having a full picture of children's learning and development. The childminder develops close working relationships with other early years settings the children may attend and this good practice ensures a high level of continuity of care for the children. The childminder has a wide range of resources and these are regularly rotated to ensure they provide children with sufficient challenge.

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

Children form close and trusting relationships with this childminder. They have a wide variety of learning opportunities. The childminder roughly plans her week but also changes planned activities to follow children's interests. This ensures children are engaged in their learning. The childminder is skilled at using activities to cover a wide range of learning opportunities. She may, for example during a collage making session, talk about shapes, colours, size, numbers and letters. The childminder asks the children lots of open-ended questions such as asking the children to describe the weather for their daily weather chart. Children are also given plenty of time to work out solutions to their problems before the childminder jumps in to help them. This well promotes their problem solving and independence skills.

The childminder maintains clear developmental records showing children's stage of development and future goals. These are shared with parents and contain examples of children's work and pictures of them undertaking various activities. These records do not contain children's next steps of learning. The childminder, however, knows each child well and is able to discuss this.

Children learn to keep themselves safe as the childminder encourages them to stop and look before crossing the road, and asks them to tell her if it is safe to cross. Children's behaviour is managed in a sensitive way and the childminder makes good use of discussion to encourage the children to think through the consequences of their actions. Due to this, children's behaviour is generally good and they are considerate to the needs of others.

Children are safeguarded from the spread of infection as the childminder encourages them to follow simple everyday routines such as hand washing and not sharing cups. Children enjoy daily opportunities to undertake outdoor learning. The childminder encourages parents to make healthy choices in their children's packed lunch boxes. The childminder provides the children with a balanced selection of snacks and talks to the children about the need to have plenty of fruit and vegetables. As a result children are gaining a good understanding of how to eat healthily and the benefits of a balanced diet.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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