

Inspection report for early years provision

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Inspection date	29/06/2010
Inspector	Sheena Bankier
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 has been registered since 1997. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for six children under eight at any one time of which three may be in the early years age group. There are currently four children on roll in the early years age group. Children attend on a part time basis.

The childminder lives with her husband, father, and three teenage children in Shinfield, near Reading. The whole house is used for childminding. There is an enclosed garden for outdoor play. The family have two pet cats and a pet dog.

Local facilities are within walking and a short driving distance, such as parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a good range of activities and play experiences. These extend children's skills, knowledge and understanding very effectively overall. Warm and highly positive relationships are in place and the childminder demonstrates an in-depth understanding of children as individuals. Excellent communication with parents and others results in exceptionally good continuity to meet children's individual care and learning needs. The childminder is mostly proactive in her approach to developing her knowledge and practice, supporting good continuous improvement.

What steps need to be taken to improve provision further?

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

- extend own knowledge and understanding about different cultural groups
- review resources, play experiences and activities to ensure these help children become aware of and explore and question differences in society, such as culture, religion and language.

The effectiveness of leadership and management of the early years provision

Clear and effective risk assessments fully identify potential dangers and hazards to children. These are comprehensive and cover risks to children at the premises, specific equipment children have access to and outings. The risk assessments include the action the childminder takes to reduce or eliminate dangers to children. The childminder closely supervises children and carefully makes them aware of

their own safety, such as crossing the road safely. The childminder demonstrates a good understanding of her responsibilities to protect children from harm. She has a very sound understanding of the potential signs and symptoms of abuse and the procedures to follow in the event of concerns arising. The childminder has an excellent understanding of fire safety and reducing risks of such an event. She regularly practises the evacuation procedure with children. This ensures the childminder and children are fully confident in the event of an emergency.

The childminder seeks out information well, using a variety of reference materials to support her in providing stimulating activities for children and to meet the requirements of the Early Years Foundation Stage. She regularly attends training courses to further her knowledge and understanding of good childcare practices. Open communication with parents enables the childminder to gain their views and opinions to support her evaluation of her service. She successfully recognises and identifies areas for further improvement, such as increasing her own knowledge and understanding of different cultures. The childminder promotes equality and fairness very well. She effectively supports children's understanding of respecting others. A good range of resources enables children to make their own choices and decisions.

Parents have access to a wealth of information. Written policies and procedures provide them with a very clear understanding of the childminder's service. The childminder provides highly informative daily diaries and encourages parents to contribute to their children's records of learning. As a result, parents are well informed. Exceptional partnerships with others provide excellent support to children, particularly during times of transitions. The childminder is extremely proactive in ensuring she complements the care and education children receive elsewhere, for example, sharing records and gaining information regarding approaches to letter sounds and names. As a result, she fully ensures consistency and continuity for children.

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

Children are content and very happy in the care of the childminder. They benefit from extremely good relationships with the childminder and her family. As a result, they feel safe and secure. Children develop a good understanding of their own safety as the childminder encourages children to recognise potential dangers and risks to themselves, for example, when using equipment at the park. The childminder provides warm, caring interaction and provides very positive encouragement to engage children effectively in play and activities. Frequent praise ensures children build high levels of confidence and self-esteem. Children learn to use good manners and the childminder provides a very positive role model.

Children learn to work together as a group during activities that involve all children across the age range, for example, making a junk model rocket together. This enables children to positively contribute to group activities and develop skills for the future, as they learn to share ideas, listen and negotiate. Children learn about

traditional Christian celebrations, such as Christmas and Easter. Resources reflect the wider world, although the childminder does not always fully consider other ways to extend children's awareness further of people different to themselves. The childminder values the children and families' celebrations well, for example, children make cards and cakes to celebrate special events.

The childminder provides good suggestions to parents regarding healthy options for children's meals and snacks. Food provided by parents is safely stored to ensure it remains fresh. Children develop good understanding of good personal hygiene routines, such as hand washing. Separate towels and changing mats avoid cross infection. Children benefit from physical activity and plenty of fresh air. They play in the garden and benefit from the range of equipment on offer that enables children to be sufficiently challenged, for example, children learn to climb the ladder on the slide and develop water confidence using the swimming pool.

Children develop their skills and learn through the play experiences, resources and activities on offer. The childminder supports children in developing their skills, such as introducing scissors and allowing younger children to use these with her support and guidance. Good interaction and activities extend children's problem solving, reasoning and numeracy development. The childminder and children count during everyday experiences, such as climbing the stairs. Children develop skills to problem solve and learn to recognise corresponding shapes, using a shape sorter. The childminder supports children's language skills extremely well. Regular visits to the library encourage children's interest in books. The childminder supports older and more able children well in recognising how to put letter sounds together to make simple words, such as, 'cat'. She develops this further by encouraging words with similar sounds, for example, 'hat'. This extends children's development very well.

The childminder gains children's starting points and uses these effectively to plan for children's progress. Regular observations support the childminder in identifying children's next steps in learning. She makes clear links to the areas of learning and the Early Years Foundation Stage within her observations. This supports the sound tracking of children's progress. Photographs and children's own work illustrate children's achievements well and support the written observations of children's achievements.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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