

Inspection report for early years provision

Unique reference number	506100
Inspection date	21/07/2010
Inspector	Caroline Hearn
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 1995. She lives with her husband and three children aged 12, 17 and 20 years, the family live in Tilehurst, Berkshire. The ground floor is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children at any one time and is currently minding six children, all children attend on a part time basis. The childminder walks to local schools to take and collect children. The childminder attends the local parents/carers group. The family has one guinea pig, fish and a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy spending time with this experienced childminder. She provides them with a warm and caring learning environment, which they confidently explore. The childminder considers all aspects of children's learning when planning activities. As a result of this careful planning all children are making good progress in their learning. 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:

- develop links with other early years provision the children may attend to enable a full picture of each child's development to be built up
- develop children's learning logs to include details of how the identified next steps of learning are achieved.

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 reflects well on her practice. She undertakes as much additional training as possible to ensure she keeps up to date with changes to requirements

and best practice. Since her last inspection she has undertaken many courses such as, supporting children who have English as an additional language, The Early Years Foundation Stage and risk assessment. She is clearly using the knowledge gained from these courses to develop her practice. The childminder promotes equality and diversity, recognising each child as an individual with a particular set of needs.

The childminder has a wide range of resources and these are regularly rotated to ensure they provide children with sufficient challenge. Parents are offered daily opportunities to talk with the childminder about their children's progress and discuss any concerns. The childminder has not developed links with other early years setting the children attend which results in some gaps in her knowledge of the children's progress. The childminder encourages children's interest in sustainability by helping them to sort items for recycling.

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

Children take part in a varied range of activities, both inside and out. The childminder makes general plans for each day but is confident to change these plans if the children suddenly become interested in something else. This is evident when a child making play dough models sees a snail crawling across the outside decking. The children then want to find more snails and this leads to an impromptu bug hunt. The children explore the garden and talk about where they might find snails. The childminder asks them lots of open ended questions which spark children's critical thinking as they discuss if snails like damp and dark or warm and dry places. Within these activities the childminder effectively integrates all the areas of learning. Children, for example, counted the snails they found or used good descriptive language to talk about how they felt in their hands. High quality opportunities such as these ensure all children are making good progress in their learning.

The childminder has trialled different ways of recording children's progress and continues to develop these records. These records contain clear written observations and photographs of the children undertaking a wide range of activities. The childminder uses her observations to plan for the next steps of children's learning. These identified next steps are followed through with the children but not recorded. The childminder may, for example, note a child has learned to put on their coat and that the next steps will be to learn how to do up zips and buttons. Although the childminder will follow up on this and encourage the children to learn these skills she does not go back to her records to note 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 also know to wait on the pavement whilst the childminder helps them all into the car. 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.

The childminder has effective procedures to help prevent the spread of infection. The children are becoming aware of good hygiene practice and can be heard reminding each other to wash their hands before lunch. Children enjoy a balanced diet and are encouraged to try different types of fruit and vegetables. To encourage children to try different foods the childminder has taken them to the local greengrocers to buy items for their snack time. On returning to the childminder's the children are involved in preparing snack, an activity that well promotes their independence skills.

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

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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