

Inspection report for early years provision

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Inspection date	20/04/2010
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. He lives with his wife and one child aged 10 years. They live in a house in Three Mile Cross, near Reading. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The whole of the home is registered for childminding although minding mostly takes place downstairs. Toilet facilities and daytime sleep facilities are downstairs. There is a fully enclosed garden for outside play.

The childminder is registered to care for maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with a co-childminder he may care for a maximum of 12 children under eight years at any one time, of whom no more than six may be in the early years age group. The childminder has two children on roll in the early years age group and also helps care for the children the co-childminder has on roll. The childminder is registered to provide overnight care for two children under eight years at any one time. The childminder is currently caring for children who have English as an additional language.

The childminder collects children from local schools and pre-schools and is within walking distance to local shops and parks. He is a member of the National Childminding Association (NCMA). The family have a fish in an outside pond and chickens in a pen in the garden.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is very motivated and has a clear vision for the future development of his service. Children benefit from a wide range of activities, play experiences and outings to support their learning and development very well. Children's development is regularly tracked and monitored and most aspects of assessment are very effective. Comprehensive policies and procedures are highly purposeful and overall promote children's safety and welfare extremely well. The childminder recognises the importance of strong partnerships with other settings. He has excellent relationships with parents and works cohesively with them.

What steps need to be taken to improve provision further?

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

- ensure the observations and assessments reflect the next steps of learning identified for individual children
- ensure that hygiene procedures are routinely followed.

The effectiveness of leadership and management of the early years provision

Children's welfare, safety and well-being are a very high priority. The childminder fully understands his responsibilities to safeguard children and has a comprehensive knowledge underpinned through further training. A written safeguarding policy and procedure is in place and the childminder has a full understanding of procedures to follow in the event of concerns. The premises are extremely secure and the childminder carries out extensive written risk assessments to promote children's safety fully, for example, covering the home, garden, equipment and outings. Most procedures are highly effective, such as, wearing disposable gloves to change nappies. Children are cared for in a very clean environment. Occasionally the childminder overlooks regular hygiene procedures, for example, children's hand washing.

The childminder is very keen to extend his knowledge and understanding of childcare practice. Training extends his good practice, such as, undertaking a diploma in home based childcare. He utilises well the vast experience and knowledge of his co-childminder. The childminder evaluates his service well and securely identifies strengths and areas for improvement. As a result, the childminder actively maintains good continuous improvement. The environment is highly conducive to learning with a wide range of well-chosen resources and equipment to benefit children very well. The childminder makes very effective use of local facilities in the surrounding area. Well thought out routines and practices enable the younger children to follow and maintain home routines, such as, sleep patterns.

Effective integration and inclusion ensures children feel highly valued. The childminder welcomes and celebrates the similarities and differences of the children and families. On-going dialogue with parents and others ensures the childminder successfully meets children's individual needs. The childminder clearly understands the importance of developing and maintaining effective partnerships with other settings for consistency and continuity in children's care and learning needs. Parents benefit from exceptional partnerships. Their views and opinions are very welcome and form an important part of the self-evaluation process. Parents' have access to a wealth of information, for example, they receive a copy of the comprehensive policies and procedures. The childminder is proactive in communicating with parents ensuring he engages parents in exchanging information on a day-to-day basis and provides a written diary of children's activities and care needs. In addition, the childminder provides a termly report of children's progress along with meetings. As a result, parents are very well informed.

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

Children are extremely contented and secure in the childminder's care. Excellent relationships are in place between the childminder and all the children at the

setting. As a result, children feel very safe at the setting. Children develop a strong sense of belonging, they have their own named pegs and trays for their belongings and a wide range of photographs of the children are on display. The childminder provides clear boundaries to children using age and developmentally appropriate behaviour strategies, such as, distracting younger children and explaining why behaviour is unacceptable to older children. This enables children to understand right from wrong. Children are developing an excellent sense of their own and others safety, such as, learning how to safely climb the steps on the climbing frame. Children demonstrate care and consideration towards their peers, such as, finding and offering children their drinks. Children work well together in their play, such as, pretending to buy items at the 'shop'. Children make a positive contribution to the setting, for example, by tidying up. Plenty of warm praise and encouragement ensure children develop high levels of self-esteem and confidence.

Children very confidently explore the resources and make decisions about what they want to do. Activities, such as large scale painting enable children to fully explore textures with different parts of their bodies and mark make. The childminder follows children's interests and encourages them in their play and learning well, such as, promoting communication and thinking skills through asking questions, observing and chatting to children about their play, and pointing out things of interest in the garden. The childminder uses verbal and non-verbal communication to communicate effectively with children, for example, baby signing and uses a photo board of activities and outings to enable children to indicate their choices and ideas. Children enjoy books and the childminder provides books to reflect the children's individual backgrounds, for example, books about different countries and cultures. The childminder highly values the different languages children speak at the setting. The childminder and co-childminder gain key words and these are on display. Children are encouraged to speak in their first language and in English. This supports their understanding as well as valuing them as individuals.

Posters encourage children's understanding of eating food that is well balanced and nutritious. Home prepared and cooked meals promote children's understanding of eating well and of healthy choices. The childminder has an excellent understanding of children's health needs, such as, allergies and has effective procedures in place to manage these. Equipment enables children to develop independence when visiting the toilet. A picture display in the bathroom supports children in understanding good personal hygiene, such as, flushing the toilet and washing their hands. Individual hand drying avoids cross-infection and protects children. Children overall follow good hygiene routines to develop their understanding of good self-care. Children clearly benefit from the large and well-equipped garden to develop their physical skills fully. Local outings enable children to use different physical play equipment, such as, visits to the soft play facility and parks. The childminder takes full advantage of different weather conditions. Doors to the garden are open in good weather to enable children to free flow in and out of doors and children have opportunities to explore and experiment, such as, with snow. As a result, children benefit from fresh air and different experiences when outdoors. This supports their knowledge and understanding of the world.

Children make effective progress through the wide range of activities and the

childminder's good interaction. Children develop skills for the future as they develop understanding of working co-operatively and of appropriate responsibility. The childminder observes children's development and progress on a daily basis and makes clear links to the Early Years Foundation Stage within these. These securely identify children's achievements and progress, although do not always sufficiently identify children's next steps of learning. The childminder and co-childminder have a weekly planning meeting and through this soundly identify a focus area for individual children for short term plans.

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	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
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	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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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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