

Inspection report for early years provision

Unique reference number	EY276349
Inspection date	06/10/2010
Inspector	Jo Graham
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 2004. She lives with her teenage children in Tilehurst, Reading, Berkshire. This is close to shops, parks, schools and public transport links. The downstairs rooms are used for childminding and on occasions upstairs is used for sleeping. The family have no pets.

The childminder is registered to care for a 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. She is currently minding six children in the early years age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She holds a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's organisation skills help her to provide a child-friendly, learning environment, to maintain safety and to meet the individual routines of the children well. The childminder is beginning to implement a system to evaluate, monitor and reflect her practice although this is in its infancy. Children and babies are encouraged to develop a positive sense of identity as the childminder enables them to develop in individual ways. Children are comfortable and relaxed, enabling them to confidently explore. Praise is given freely, boosting children's self-esteem.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make sure evidence of first aid training is available to show parents and inspectors and this training is up to date (Promoting good health) 22/10/2010

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

- ensure records are easily accessible for inspection and contain required detail.

The effectiveness of leadership and management of the early years provision

The childminder has an adequate knowledge of signs and symptoms of abuse and neglect and is aware of her role to safeguard children. She does not have written information to use for reference. Daily visual checks ensure the setting is safe and written risk assessments are in place. The childminder's organisation of paperwork is adequate, although at times some information is not available for inspection and some information lacks necessary detail. The childminder ensures accidents and medication administered is accurately recorded and parents are notified. The first aid box is easily accessible. The childminder does not have her current first aid certificate and therefore does not have sufficient evidence to clarify she has updated this training. The childminder has successfully met the recommendations from the last inspection to improve outcomes for the children. Although the childminder considers the strengths of the provision and areas for improvement, the systems do not help her to ensure all statutory requirements are being met.

The childminder provides an inclusive environment, recognises that each child is unique, develops at their own pace and their need for individual attention. She adapts activities so the children can participate together and makes sure the baby is close enough to feel a valued part of the group. The childminder maintains ratios at all times and ensures children are not left alone with persons not vetted. Toys and resources are stored in labelled boxes within low shelving. This enables children to self-select their choices and access a wide range of developmentally and good quality equipment.

The childminder values the parents' opinions and obtains additional information via a recent questionnaire which she uses to reflect on her practice. The relationship between the parents and childminder contributes to the continuity of care and learning for the children. Parents are well informed about the service through daily diaries, text messages, emails and discussions. The childminder builds up relationships with other early years settings children attend and they transfer information regarding children achievements and interest.

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

Children are helped to learn and develop by the childminder's attentive support and the enabling environment. They are confident to initiate their own play and welcome others to join in. The children especially enjoy doing floor puzzles together and catching the fish using the magnetic rods. The childminder asks questions to help children think and to move their learning forward. She has a good knowledge of developmental milestones and how well the children are progressing within the Early Years Foundation Stage Curriculum. Observations contain accurate details which the childminder uses to inform her planning. Children's behaviour is very good. They cooperate and share with one another. They follow instructions well and tidy away when the childminder sensitively

reminds them to do this. Children relate warmly to the childminder and their peers.

A good balance of adult and child- led activities fosters active learning and purposeful play. The childminder responds to the children's interests and skilfully introduces a change to activities to maintain children's interests. Children enjoy sharing books with the childminder. They are beginning to talk about the stories and realise written text has meaning. Children communicate through gestures and words and because the childminder responds positively to these, babies and children are encouraged to continue communicating in their own ways. Children benefit from accessing toys and equipment which enable them to experience everyday technology, such as the computer. These activities help children develop skills for the future. Children learn about their community as they visit local places of interest, such as childminder drop in groups in the nearby children's centre.

The baby is held when bottle fed and the childminder makes up milk feeds according to the baby's routine. Snacks and meals are planned, promote healthy eating and accommodate children's dietary needs and likes. The childminder ensures the environment is clean and good nappy changing procedures prevent cross contamination. Babies have their own changing mats and the childminder washes her hands after changing nappies. The childminder meets children's emotional needs, which is the basis of their secure and close relationship. Consequently, the children are self-assured. Children walk to and from school and enjoy growing plants, introducing them to the concept of sustainability.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- make sure evidence of first aid training is available to show parents and insepctors and this training is up to date (Qualifications and training) 22/10/2010
- make sure written complaints and child protection policies are in place (Records to be kept) 22/10/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section (Qualifications and training) 22/10/2010
- take action as specified in the compulsory part of the Childcare Register section (Records to be kept) 22/10/2010