

## Inspection report for early years provision

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<b>Unique reference number</b>	EY301125
<b>Inspection date</b>	20/10/2010
<b>Inspector</b>	Glenda Pownall

<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 registered in 2005. She lives with her husband and two children, who are aged five and 10 years, in Reading, Berkshire. The childminder uses the whole of the ground floor of the house for childminding with sleeping facilities provided on the first floor. There is an enclosed garden for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding one child full time and two children part time in this age group, and three children in the older age group. The childminder may provide overnight care for two children at any one time. The childminder holds an appropriate early years qualification and speaks Swahili.

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

Overall the quality of the provision is good.

Children enjoy their learning and make good progress towards the early learning goals. The childminder makes good use of training opportunities to develop her practice in order to ensure she continues to meet the needs of children in her care. Effective partnerships with parents ensure that children are settled in the care of the childminder. Overall, the childminder has an accurate understanding of aspects of her practice requiring improvement.

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

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

- review the environment to ensure that resources supporting activities are sufficient in number and easily accessible to every child so they can learn independently.
- improve the observation and assessment systems in order to plan to observe as part of the daily routine and analyse observations to help plan ?what next? for each child
- ensure that children have opportunities to be outside on a daily basis all year round

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

The childminder has a good understanding of her responsibility to protect children and of the procedures to follow if concerned a child is at risk. She attends safeguarding training in order to refresh her knowledge. This protects children whilst in her care. Children play in a safe environment because potential risks are minimised by the effective risk assessments carried out by the childminder. All required documentation is in place and written policies explaining the procedures followed are shared with parents. This supports consistency of care for children and ensures parents are aware of the childcare service provided.

The childminder has good knowledge of the background and culture of children because she works closely with parents. She plans events and activities to develop children's awareness of their own culture and the culture of other people. The childminder communicates effectively with parents developing positive relationships. A daily exchange of information ensures parents are informed about their child's routines and the activities they undertake. A questionnaire enables parents to feedback their views about the service the childminder provides and the care and learning their children receive. Parents are extremely complimentary about the childminder. They particularly like the flexible service she provides to meet their working needs, the welcoming atmosphere and that children are treated as individuals. There are effective procedures in place to support children who attend other settings delivering the Early Years Foundation Stage.

The childminder is enthusiastic about the childminding service she provides. She uses a variety of methods to monitor the impact her practice has on outcomes for children. She seeks the views of parents and attends training as part of her self-evaluation process. She has undertaken training on a range of subjects and has completed a level 3 childcare qualification. The childminder has acted on all recommendations raised at the last inspection and there are improvements to the nappy changing procedure and documentation related to the complaints procedure. The childminder has correctly identified the recording of observations and assessment as an area for development and has attended training to support this.

The childminder spends most of her time actively involved in children's learning. Resources are in good condition and suitable to support the development and interests of the current children cared for. Occasionally there is not sufficient quantity of a particular activity. For example, there are not enough building bricks for two children to share. Sometimes children have to kneel on the table to select activities or wait for the childminder to bring dolls down to their level. This does not enable children to make decisions and participate independently in activities.

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

The childminder knows the children well because she observes them in their play and uses her knowledge and experience to progress their learning. For example, when children make dough cakes the childminder encourages them to think about the colours they are using, if containers are too small or the dough too big, and how many cakes they have. The childminder supports children's language development through practical experiences. As children manipulate the dough the childminder encourages them to talk about how the dough feels and what they are doing. She repeats the words they use such as 'cold' and 'squashy' reinforcing their understanding.

The childminder finds her current observation system difficult to maintain effectively. She does make a record of some observations but assessments tend to be general rather than indentifying children's individual progress and next steps in learning.

Children appear comfortable and secure in the care of the childminder. They chat happily with her during activities, and snuggle in next to her and then sit on her lap to listen to stories. Children develop understanding of how to keep themselves safe through clear explanations and gentle reminders from the childminder. Children learn to adopt good personal hygiene routines through the effective procedures in place. The childminder supports them to wash their hands at appropriate times and provides individual hand towels for them to dry their hands. This minimises the risk of cross-infection. Children visit play parks once or twice a week and access the garden in warmer weather. This does not provide children with daily opportunities for learning outside in the fresh air.

The childminder is calm and patient with children and role models good behaviour for them to follow. Children receive encouragement to share and take turns and they respond positively to requests to help with tidying away resources. Children make their views known about what they would like to play with but they are not always able to select the resources independently. Children enjoy using their imagines to create models with dough and towers with bricks. However, there are not enough bricks to challenge children's creative skills as they quickly use the few bricks accessible to them.

Children show skill in using simple technology. They switch key boards on, press keys and buttons and sing along to the music they hear. Children enjoy books for pleasure. They select 'In the weedy pool' and 'read' it out loud to themselves pointing to the pictures and text. They sit and listen attentively as the childminder reads 'The gingerbread man' and enthusiastically join in with the rhyming storyline and readily count the characters on the page. This develops skills for children's future learning.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	3
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