

Inspection report for early years provision

Unique reference number	EY258644
Inspection date	21/09/2010
Inspector	Glenda Pownall
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 registered in 2002. She lives with her husband and children, who are aged nine and 12 years, in Earley near Reading, Berkshire. The childminder uses the whole of the ground floor of the house for childminding with bathroom 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 six 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 three children part time in this age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming environment where all children have their individual needs well met. A particular strength of the setting is the calm and supportive manner of the childminder. This makes children feel at ease and at home. As a result, children are happy, settled in her care, and make good progress in their learning and development. The childminder regularly monitors her practice in order to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- review how children use the trampoline to ensure that the manufacturer's recommendations for use are followed in order to promote children's safety
- consider planning activities related to each child's culture to help them to make connections between experiences at home, the setting and the wider community in order to further their understanding of their own cultures and beliefs and those of other people.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the procedures to follow to safeguard children and is confident of how to make a referral if there are concerns about a child in her care. The written safeguarding policy is shared with parents; it

is brief but clearly identifies the steps to be taken if there is a concern. The childminder has attended training in order to refresh her child protection knowledge. She undertakes risk assessments and carries these out when ever required, such as when a younger child starts, to ensure the environment is safe for all children. The childminder records her risk assessment and keeps a record of the daily safety checks she undertakes. The childminder risk assesses each type of outing and trip children go on but she does not follow the good practice of making a record of each of these assessments.

The childminder has a good understanding of her role and responsibilities. Written policies support her practice and all required documentation to aid the smooth running of the childminding provision is in place and well maintained. For example, the attendance register records the actual times children are present each day and parents sign to confirm the details are correct. This ensures an accurate record is in place for future reference. There is no formal self-evaluation system in place but the childminder does reflect on her practice and implement changes to improve the care and education she provides for children. The childminder is currently looking at ways to provide further opportunities for children to develop their computer skills. Following a recommendation made at the last inspection the complaints policy has been improved. The childminder has attended several training sessions to improve her knowledge of different aspects of child development and learning.

The childminder demonstrates good knowledge and understanding of how to provide effective support for children with learning difficulties and/or disabilities. She also plans activities to develop the language skills of children for whom English is an additional language. This ensures an inclusive environment for children. The childminder uses the available space effectively to ensure all children have sufficient space to move around and play freely and safely. Resources are rotated to follow children's interests and support their play. Outings to the allotment and recycling activities develop children's awareness of caring for the environment.

Good systems of communication are in place for children who attend other settings delivering the Early Years Foundation Stage. Parents are happy with the care their children receive. The childminder fosters effective partnerships with parents. Written policies are shared with parents to ensure they are familiar with the service provided. A daily two-way exchange of information ensures children's care needs are understood and met. The childminder discusses with parents their children's interests at home. She sends their learning journey journals home every six weeks and parents are aware they can review them at anytime. This promotes consistency and continuity of care for children.

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

There is no formal planning system in place but the childminder uses the observations she makes and her good knowledge of each child to identify opportunities to promote their learning. This ensures children develop good skills for the future. Children's individual learning journey journals are full of written

observations, photographs and examples of their work showing progress towards the early learning goals. The organisation of the environment enables very young children to select resources independently as they crawl around the room. Children receive good support from the childminder in their self-chosen activities. For example, as very young children repeatedly take blocks in and out of the box, they follow the childminder's simple instructions, such as to 'shake the one that rattles'. The childminder talks to them about the different colours and how many blocks are stacked in the tower.

Very young children smile at and 'chat' with the childminder throughout the day because she responds very positively to the sounds and gestures they make. This fosters a sense of self-worth and develops their communication and language skills. The childminder also plans activities to support children learning English as an additional language. Children develop their counting skills in fun ways, such as counting how many pigs they can see on a visit to an animal park. Children are curious about how things work. In the garden they create mixtures and experiment with materials that work in different ways. They show interest as the dried noodles change form in the shaving foam and flour. Children play imaginatively with small world resources. They cooperate well as they develop the storyline of their play.

Children learn about aspects of the natural world through visits to the allotment. They are able to dig, plant and eat the produce and learn about the impact of different bugs. Children are confident in the childminder's care. They come straight in from pre-school and settle into activities. Very young children settle extremely quickly and demonstrate their confidence moving around the home and 'chatting' to the inspector. All children interact warmly with the childminder demonstrating trusting relationships. The childminder acts as a positive role model to children. Consequently, they behave well and show kindness to younger children.

Children are free to play in the garden whenever they choose. They visit the park daily and are able to use a variety of equipment to develop their physical skills. Very young children are provided with continuity of care as their own routines with regard to food and sleep times are followed. The childminder encourages children to talk about the different foods they bring from home and the library is used to provide books to support different festivals children celebrate. However, the childminder does not specifically plan activities to help children make connections and develop respect for their own cultures and beliefs and those of other people.

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	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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