

Inspection report for early years provision

Unique reference number	EY288978
Inspection date	08/12/2010
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 registered in 2004. She lives with her husband and three children aged four, seven 11 years in Reading, Berkshire. Most childminding takes place on the ground floor with upstairs being used for sleeping and toilet access. There is a fully enclosed rear garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may provide care for a maximum of five children at any one time, of whom three may be in the early years age group. There is currently one child in the early year's age group on roll. The childminder is also registered to care for one child, at any one time, overnight.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly enjoy spending time with this childminder and her family. They take part in a wide range of activities each day and make good progress in their learning. The childminder has put effective arrangements in place to ensure children's safety and health. She develops good links with parents and generally involves them in their children's care and education. She has an accurate understanding of the strengths and weaknesses of the provision and takes effective steps to improve it.

What steps need to be taken to improve provision further?

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

- encourage parents to add examples of children's home learning to their children's development records.

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 keeps the regulator, Ofsted, advised of changes in her circumstances and makes sure that adults associated with her household undergo vetting procedures to check they are suitable to be with children. She conducts detailed risk assessments of her premises and all outings undertaken. These detailed assessments ensure children are able to safely explore the environment. The childminder also has a clear set of policies and procedures that underpin her good practice. As a result of all of these actions children are well safeguarded.

The childminder reflects well on her practice and uses this to develop her

childminding service. She has undertaken a wide range of courses covering all aspects of childcare such as, risk assessment, safeguarding and understanding the Early Years Foundation Stage. The childminder uses the knowledge gained from these courses to inform and enhance her existing good practice. She 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. Ample resources are set out each day to ensure the children have plenty to keep them occupied.

Parents speak warmly of the care and support given to their children, noting how much their children enjoy being in the care of this childminder. They are given quality time to sit down and discuss their child's day and talk over any concerns. The childminder shows an appropriate understanding of how to form links with other professionals and services concerned with the care and development of the children.

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

Children develop close relationships with this childminder. She takes time to get to know each child extremely well and uses this knowledge to plan activities that are well linked to children's interests. Should a child show an interest in shapes and puzzles the childminder will set out a selection of these. The childminder will then sit with the child talking about the puzzle and introducing the basic concepts of position and shape. She may pretend she is unsure where pieces should go allowing the child to show her. Children respond very well to this confidence building technique and enjoy sharing their knowledge of puzzles. The childminder carefully selects her resources to ensure children get the most from every activity. Puzzles maybe of people who help us, such as the police or ambulance service, allowing her to talk about this with the children and give them a greater understanding of the wider world. Children enjoy story time and freely select books for the childminder to read to them. The childminder takes time to introduce a story, talking to the children about what they think might happen and the characters in the book. When a child points to a picture of a bear the childminder may say, 'look it is a bear'. The child will then repeat this word when they see a bear later in the story. For older children she begins to introduce sounds and highlights that bear begins with a 'B'. This well supports children's understanding of letters and sounds.

The childminder reflects on her planning to ensure all the areas of learning are covered. This is clearly evident when looking at children's profiles. These records are shared with parents although they have not as yet been encouraged to fully share children's home learning experiences.

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'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 a selection of resources which show positive images of people of different cultures and of those of mixed ability. She shares her culture with the children explaining and celebrating the various Muslim festivals. Children also learn about their cultures and the childminder will celebrate these with the children. This enables children to experience different cultures in a meaningful way.

Children bring packed lunches to the child minders and she encourages parents to make healthy choices for these. The childminder offers children snacks of fruit and encourages children to try new things. The childminder uses snack and meal time to discuss healthy eating and the need for a balanced diet. Children are safeguarded from the spread of infection as the childminder encourages them to follow simple everyday routines such as hand washing and not sharing cups. Children enjoy daily opportunities to undertake outdoor play and 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

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

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