

Inspection report for early years provision

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Inspection date	09/12/2010
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).

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 1997. She lives with her husband and three children aged 12, 20 and 22 years. The family live in Reading, Berkshire. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden available 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 six children at any one time and is currently minding three children, all of whom are in the early years age range, full time. The family has two pet cats and two dogs.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly enjoy spending time with this childminder. 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:

- consider how parent experiences of their child's learning, both starting points and on going can be captured for all children.

The effectiveness of leadership and management of the early years provision

The childminder ensures all aspects of children's safety are given careful consideration. 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 comprehensive risk assessments of her premises and all outings undertaken, keeping a detailed record and reviewing this regularly. She reflects on her practice well, accurately identifying most areas that require improvement and deciding how she will achieve this. She has, for example, updated her safeguarding training. A full range of relevant policies and all required documentation support the daily management of her provision. As a result of all these actions, children are well safeguarded.

The childminder reflects well on her practice and uses this to develop her childminding service. Since her last inspection she has undertaken a wide range of courses covering all aspects of childcare. She effectively uses the knowledge gained on these courses to further 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.

The childminder engages very well with parents, establishing good two-way communications with them. She makes every effort to seek their views on her provision and adjusts what she offers in the light of their comments, so improving outcomes for children; for example, she changed the way she contacts one parent after they let her know their preferred means of contact during the day is text message. At present none of the children in her care use any other early year's provision, however the childminder fully understands the need to work in partnership to promote good outcomes for children.

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

Children undertake a wide range of activities which are both planned and free play. When undertaking a planned activity the childminder carefully tailors these to the children's interests. Children may for example make rainmakers using rice in empty crisp tubes. The childminder will show the children a rainmaker and let them hear the sound it makes. The children then set about making their own. The childminder will stagger activities to ensure each child receives one to one support. This way of undertaking activities allows the childminder to tailor the discussions and level of input to the child's age and stage of development. She may for example for a very young child ask them to listen to the sound of the dried rice being poured and talk about the shape of the tube. For older children she might point out the words that have an 'R' sounds such as 'Rain' and 'Red'. She extends their learning through pertinent questioning and good-quality interaction. This supports their language development extremely well, so that they gain good skills for the future.

Children's records show the children undertaking a wide range of activities. As a result children's learning is generally good across all areas. Most parents have contributed to their children's learning log books however, there were some gaps in starting points and parents general contribution in some areas.

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. Children have many opportunities to get out and meet other people in the local community. They visit the local

children's centre and take part in activities such as making, 'Carecrows' (using the word care instead of scare) all the various groups using the centre make their own, 'Carecrows' and they display them in the garden for all to see. This sort of activity well supports the children's understanding of the wider world and their role in the local community.

Children are provided with a well balance diet of home cooked food. The childminder makes all her hot meals from scratch to ensure she can keep salt and sugar levels low. Children also grow produce in the summer time which gives them a good understanding of where food comes from. 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.

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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