

Inspection report for early years provision

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| Unique reference number | EY339421 |
| Inspection date | 03/11/2010 |
| Inspector | Anne Faithfull |

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| 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 2006. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in Emmer Green, Berkshire. The childminder makes use of local facilities such as parks and toddler groups. The childminder can take children to and collect them from local schools. The family have some goldfish.

The childminder uses the whole of the ground floor of the house for childminding. A fully enclosed rear garden is available for outside play. Her registration permits her to care for three children under eight years and of these three may be in the early years age range, at any one time, and she is currently minding two children who are within the Early Years Foundation Stage on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming, child-orientated and relaxed homely environment to all children in her care. She recognises the uniqueness of each child and provides an inclusive service where each child is respected, valued and included. All children have their learning and welfare needs met effectively as the childminder is aware of each child's individual needs, routines and requirements. The childminder effectively monitors and evaluates her provision and this demonstrates her commitment to ongoing improvement and development.

What steps need to be taken to improve provision further?

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

- review the organisation of the toys and resources to ensure children can freely access appropriate toys and resources to help them make independent choices
- ensure all identified fire exits are kept clear.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge and understanding of local safeguarding procedures to protect children from harm and abuse. As a result, she is aware of what to do and who to contact in the event that she has concerns about a child in her care. The childminder organises her day well to meet the needs and established routines of each child. A wide range of toys and resources are available for the children to use. However, owing to the organisation of these resources,

children cannot readily access resources that are age appropriate or make independent choices which are age appropriate. The childminder recognises that each child is different and ensures children are beginning to understand diversity and that everyone is different. She readily learns words in children's home languages for example learning a few words in Welsh to encourage a child to speak in their home language.

A range of risk assessments are in place and daily safety checks completed by the childminder ensures all areas are safe for the children. However, one of the childminder's identified fire exits is not readily accessible in the event of an emergency as large boxes of toys are stored in front of the patio doors. Children are beginning to be aware of their own safety for example the childminder tells them to be careful not to pinch their fingers when they help her to put away the high chair.

The childminder is committed to providing an inclusive environment for all children and their families. She has developed a good relationship with the parents. All parental consents are obtained from the parents before their child starts and they receive their own copy of her policies and procedures. The daily diary ensures parents are fully aware of their child's routines and activities they have been involved in. Parents make many positive comments in their reference letters and thank you cards, including how kind, considerate and patient the childminder is and how a child's speech development had improved since coming to the childminder. Parents state they cannot recommend the childminder enough and readily ask the childminder to look after their child again when they return back to work. The childminder is aware of her responsibility to liaise and share information on children's progress with other settings they attend, although currently no children attend another setting.

The childminder is committed to on going training and development and has gained a childcare qualification since her last inspection. All recommendations since her last inspection have been addressed. She continually evaluates her provision in a variety of ways including daily reflective practice, which helps to identify her strengths and areas for improvement.

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

Children are happy, secure and confident owing to the childminder's calm and caring manner. The childminder is very aware that children learn through play. She provides children with a range of activities and experiences, which help to promote their early learning and development effectively. For example, they plant and grow their own vegetables in the vegetable patch and take home the sunflowers they have grown. Each child has their own learning and development file which includes photographs of the children participating in a range of activities and the observations the childminder has made. These are shared with parents to help keep them informed of their child's progress through the early learning goals. Children use their imagination well as they pretend to cook and cut up the pizza

and make other items in the play kitchen. The childminder effectively extends their learning by asking them about the size of the plates they would need and the shape of the pizza.

Children are well behaved and are aware of the rules in place. They readily respond to any request from the childminder and help to tidy the toys away when required. The childminder is a good role model and praises them for their achievements. Children have a good relationship with the childminder and her family. They readily sit on the childminder's lap for a cuddle and listen to a favourite story, helping to turn the pages of the book. The childminder continually supports them in their play and offers guidance when appropriate. For example, watching them build the train track and offering support and advice about where to put the next piece of track.

Children have many opportunities to socialise with others as they regularly go to toddler and childminding groups. They thoroughly enjoy going on walks to the local park to feed the ducks. Children are beginning to be aware of different cultures as they celebrate different festivals and events in their lives for example talking about a child's birthday the next day. Children are beginning to be aware of recycling as they go and help the childminder recycle the bottles and talk about the different colours of the bottles and which container they should go in. Further reminders from the childminder about turning the taps off encourage them not to waste water and to be aware of other environmental issues. Children are beginning to be aware of their own safety for example, why they should not run indoors.

The childminder supports children's early communication skills as she asks questions such as to name the item of transport they are playing with and what noises the animals make. Children are well nourished. They eat healthy snacks and meals that their parents have provided and the childminder ensures they can always access their drinks. The childminder works effectively with parents to deal with any specific health issues and requirements. Children have many opportunities to develop their physical skills and be out in the fresh air. They access a wide range of outdoor resources in the garden, such as sand and enjoy playing on the large wooden pirate ship. Regular visits to a local park enable the children to use a wide range of large outdoor equipment and resources.

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

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| 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

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| 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 | 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 | 3 |
| 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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| 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

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| 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 | 3 |
| 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