

Inspection report for early years provision

Unique reference number	EY273244
Inspection date	25/01/2011
Inspector	Margaret Davie
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 2004. She lives with her husband and 11-year-old child in Tilehurst, near Reading, Berkshire. The whole of the ground floor of her house is used for childminding with toilet facilities on the first floor. There is a fully enclosed garden for outside play. The family has a pet cat and two rabbits.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children at any one time, of whom three may be in the early years age group. She currently minds one child in this age group part time. She also offers care to two children aged over five years to eight years before and/or after school. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress given their age and starting points. The childminder knows them well and successfully promotes their welfare and learning overall. She implements effective arrangements to promote their safety, and maintains good links with parents to meet their needs. She reflects on the effectiveness of her provision, taking parents' views into account, and demonstrates a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the assessment procedures further so that better use is made of information from observations to identify children's next steps in learning in order to help them progress more quickly
- provide individual hand drying facilities to support children's understanding of effective hand hygiene and how this promotes good health.

The effectiveness of leadership and management of the early years provision

Effective steps are taken to promote the safety of children. The childminder ensures that all adults in her setting are suitable and supervises children closely at all times. She has a clear understanding of the signs and symptoms of abuse as well as her responsibility to liaise with the appropriate agencies if she has a concern about a child. She has recently updated her safeguarding training to make sure her knowledge is current. She checks her premises carefully and conducts regular risk assessments to make her home as safe as possible. She uses a range

of measures to protect children such as door locks on kitchen cupboards. Risk assessments are also conducted for outings, and children are taught to be safety conscious, for example, by practising road safety.

A range of good quality, age-appropriate resources is used to support children's learning. Toys are regularly rotated to maintain interest and challenge. Good relationships are established with parents and sharing of information is encouraged. This has a positive impact on how well children's needs are met. Written responses to a questionnaire indicate parents are very happy with her provision. Links with other settings such as a local nursery allows for a consistent approach to children's learning and development. Equality and diversity is promoted well. She has set up assessment systems in order to check that children are making the expected progress. A variety of resources, including souvenirs from her travels, is used to develop children's understanding of the wider world. The childminder reflects on the quality of her provision and has addressed the recommendation made at her last inspection, which was to conduct regular fire drills. As a result, children are familiar with the emergency evacuation procedures. She updates her skills by attending training, and has identified areas within her setting for further development. For example, she would like to make more effective use of her assessment procedures to help children make as much progress as possible.

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

Children appear settled and happy. They move around the setting with confidence and independently access the toys. As a result, they are able to make their own choices and play with resources which interest them. For example, a child selects a favourite matching game to play with the childminder. Children develop good numeracy skills because the childminder spends her time reinforcing and extending their learning as they play. For example, as children count she encourages them to slow down and point to each item to prevent mixing up the numbers. With her help, they think about who has most cards left over as the game finishes, thereby developing an understanding of simple calculations. They really enjoy role play activities, preparing pancakes for tea using the set of toy dishes. Their learning is extended as the childminder gets involved in their play, helping them to plan what they need to make the pancakes and discuss what sort of toppings they will use. Children go on regular outings and as a result have good opportunities to learn about the local area. They visit parks where they can run freely and practise their physical skills using the large play equipment, and enjoy visiting the library and shops. The childminder demonstrates she knows children well and works in partnership with other providers to meet their requirements well overall. For example, children who are soon to start full-time education are well prepared for the future as she provides support for reading and other activities which have been sent home for them to do. She observes children regularly and therefore has a good general knowledge of their interests and achievements. However, her observations are not used in the most effective way to plan for each child's next steps in their learning and development.

Children show they are comfortable and secure in her care, happily inviting her to take part in their games. They demonstrate a clear understanding of how to keep safe, for example they remember that they should 'look and listen' before crossing the road. They wash their hands regularly; however, their understanding of good hand hygiene and how this minimises the spread of germs is not promoted as effectively as possible because children and adults share the same towel. Children are provided with nutritious meals and snacks and have access to drinks at all times. As the childminder does not use her car but walks everywhere, children have daily opportunities to get exercise and fresh air, which benefits their good health.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 25/02/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the compulsory part of the Childcare Register (Arrangements for safeguarding children). 25/02/2011