

Inspection report for early years provision

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Inspection date	24/01/2011
Inspector	Carol Willett
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 has been registered since 1997. She lives with her family in Reading. The ground floor of the house is mainly used for childminding with access to toilet and sleep facilities on the first floor. There is a fully enclosed garden available for outside play. The family has a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight at any one time, three of these can be in the early years age range. She is currently minding three children in the early year age group. The childminder mostly walks to the local schools to take and collect children. She attends the local toddler group and takes children to the library and park. She has a level 3 childcare qualification and 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 in their learning as the childminder provides a homely, child-friendly, safe environment. The childminder is caring and affectionate so children are confident and secure and they independently explore the resources set out for them to play with. The childminder develops good relationships with parents so she knows the children's individual needs well and generally promotes inclusive practice well. The childminder recognises the importance of self-evaluation and is beginning to reflect on her practice in order to identify all areas for improvement. The childminder has a comprehensive range of documentation that is mostly effectively recorded.

What steps need to be taken to improve provision further?

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

- develop effective systems to track children's progress through the early learning goals in order to aid planning for next steps in learning; include information obtained from parents about children's starting points and abilities
- improve systems for children to have more choice in the selection of resources.

The effectiveness of leadership and management of the early years provision

Children stay safe as the childminder has a good understanding of her role and responsibilities with regard to child protection. She has clear written policies and

documentation in place which is shared with parents so they are well informed. Visitors to the home are recorded and identity is checked before they enter the house. Children are well supervised as they play and the childminder regularly checks her home for safety. Written risk assessment records are in place for both her home and outings. She takes positive steps to minimise them. For example, doors are locked, sockets are covered and safety gates are in place. Children show they feel safe as they turn to the childminder for comfort and support enjoying appropriate cuddles on her lap. The childminder organises her home well to provide a child-friendly environment. All children are included in play and happily explore the variety of resources set out by the childminder.

The childminder develops good partnerships with parents and others involved in children's care and education so their individual needs are well known and they receive consistent care. She shares both verbal and written information with parents and they provide positive feedback about how happy they are with the childcare provided. The childminder has completed an evaluation of her practice, identifying her priorities for improvement, such as developing her learning and development records. She is committed to improving her practices and she regularly attends workshops with the local authority, she has obtained a level 3 childcare qualification. Her informative set of policies and procedures keep parents fully informed about her service which she updates regularly to accommodate any changes. The childminder has all required documentation in place in order to meet the needs of the children and she obtains all necessary consents in writing to ensure she follows parents' wishes.

The childminder provides a child-friendly family environment. She organises her home and time well so that children can play freely, developing in independence as they select their activities from a wide range of resources. Children have supervised access to a secure garden where there is a good range of play equipment. The childminder provides an inclusive environment and she welcomes children from other cultures and backgrounds. She seeks information about their home languages and cultures to support the children's sense of belonging.

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

Children are settled and confident as the childminder organises her home well to provide a welcoming, child-orientated environment. She provides a good range of toys and equipment that are suitable to meet children's stages of development and individual learning needs. They make good progress in their development and enjoy their play as they freely choose from the range of toys selected by the childminder as she knows what they like to play with. However, they are not able to select from whole range of resources available as many of the toys are stored in a shed in the garden. Children are busily occupied and are well supported by the childminder's good childcare skills. They excitedly find the animals that go with the books from the interesting story sacks created by the childminder. They enjoy the comfort of the childminder's lap as they listen well to the story. The childminder effectively supports them, using all opportunities to develop their skills and

knowledge across all areas of learning. Their achievements are praised and valued and they proudly show off their pictures to adults.

The childminder has a good knowledge of each child's interests and personality, which enables her to plan well for their individual requirements. She effectively organises her service so that each child is given appropriate support so they feel included and valued as an individual. Children learn about the community they live in as they go out most days to toddler groups or for local outings. They regularly meet with other childminders who live locally and enjoy joint activities with all the different children cared for. The childminder regularly discusses children's own customs and backgrounds, and she introduces them to others through some planned activities and resources that promote positive images of diversity.

The childminder develops effective partnerships with parents, which ensures good communication and sharing of information to support children's care and welfare needs and provides children with continuity in their routines. The childminder records her observations of the children and these are included in their development records along with photographs. However, she does not effectively track the children's progress through the early learning goals in order to plan systematically for their individual development, so they make maximum progress. The childminder develops relationships with other providers of early education where the children attend to provide continuity in the children's care and learning.

Children's learning benefits from the caring effective interaction with the childminder. They form close relationships and they learn to care about the other children and share toys as they happily play alongside each other. The childminder has good behaviour management skills and provides a positive learning environment. She quickly deals with any little disagreements so children learn to manage their own behaviour as they play. Children learn about healthy living as they follow good hygiene procedures as part of their daily routine. They take their shoes off and go to the bathroom to wash their hands as they come in from nursery so they can eat their lunch. They all sit together comfortably at the table and enjoy their lunches and drinks supplied by their parents. Children learn to behave well as the childminder encourages good manners. They have access to a secure garden and use larger play equipment in local parks so they develop their physical skills and get fresh air. Children learn safe behaviour as they learn road safety and practice regular fire evacuation. They are supported well by the childminder and develop confidence as they move around the house safely. She reminds them to be careful as they play and explains why they need to sit carefully on the chairs. Children are generally cooperative and they mostly behave well. They know the procedure for routines that are familiar. The childminder acts as a good role model treating the children with care and respect. She is warm and caring and uses lots of positive praise and encouragement so children are secure and happy in her care.

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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