

Inspection report for early years provision

Unique reference number	EY340379
Inspection date	11/02/2011
Inspector	Anne Faithfull

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 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 Reading, 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 childminder uses the whole of the ground floor of the house for childminding with provision for children to sleep on the first floor bedroom. A fully enclosed rear garden is available for outside play. Her registration permits her to care for five 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 both a full and part time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled within the very calm, safe and welcoming family home. The childminder values all children and recognises their uniqueness. Children play in an inclusive environment where each child has their specific individual needs met by the childminder. Children can access some toys and resources to help promote their early learning and development and overall their welfare needs are met. The childminder is committed to on going development and has systems in place to evaluate her childminding practice. This helps her to identify strengths and weaknesses and promote ongoing improvements for all the children in her care.

What steps need to be taken to improve provision further?

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

- make sure children can independently access a drink when they require
- review the organisation of the toys to ensure children can make independent choices about the toys they wish to play with

The effectiveness of leadership and management of the early years provision

The children are well protected by the childminder who is confident and secure in her knowledge of child protection policies and procedures. All adults living in the house have undergone the relevant checks to ensure their suitability to be in close proximity of children. The childminder completes daily visual checks to ensure children are able to move around freely, safely and independently. This is

reinforced through the childminder's completion of a detailed risk assessment which ensures any risks are identified and minimised. The childminder ensures children are beginning to be aware of the steps to take in an emergency as they all regularly practice the emergency evacuation procedure with her. The childminder organises her day well to ensure there is a balance of both indoor and outdoor play and experiences. The childminder has a range of toys and resources which she rotates on a regular basis to ensure the children do not become bored. However, owing to the organisation of them in large toy boxes children cannot independently choose or see some of the toys as they can only access the toys at the top of the box. The childminder recognises that each child is different and ensures children are beginning to understand diversity and that everyone is different through a range of resources including books. Children who attend with specific disabilities are very well supported and included in all activities, experiences and outings.

The childminder has looked after children from the same families for many years and good relationships are in place with the parents and the older siblings who use to attend. Parents receive a range of information about the childminder's service before their child starts and the childminder ensures all parental consents are obtained. Parents make many positive comments about the childminder in their reference letters. These include how she meets the differing needs of the children with remarkable ease, her calm and patient manner and how they do not have a moments concern for their child's safety while in her care. The childminder regularly liaises with others at settings the children attend and when required health professionals including physiotherapists to help a child in her care with their physical development. The childminder is committed to on going development. She has addressed all the recommendations from her last inspection and attended training to update her knowledge of how to safeguard children in her care. The childminder continually evaluates her provision in a variety of ways, including daily reflective practice which helps to identify her strengths and areas for future improvement.

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

Children are relaxed, happy and comfortable in the childminder's home. The childminder's calm and caring manner helps children to feel settled, confident and secure. Children have developed a secure relationship with the childminder and her family. They readily greet family members when they arrive home from school. The childminder supports all children well in their learning as she encourages their early interests and inquisitiveness and all children make good progress in their learning and development. Each child has their own file which includes the observations the childminder makes and the areas of learning covered. The childminder effectively uses the observations to plan children's individual next steps in their learning and development. For example, identifying how to encourage a child to begin to stand and balance on their own. Children's files are also shared with parents so they are aware of their child's progress whilst in her care.

The childminder encourages children's early communication skills in a variety of ways. These include asking questions such as "what is that" and "where has it gone". Children readily respond and attempt to communicate back to her using different sounds and some words. Children's spontaneity is recognised and included. For example, the children found they enjoyed the noise they made when they dropped toys into a box so the childminder gave them more toys to drop into the box. Children laugh with delight and have great fun making the noise. The childminder uses children's play to extend their early understanding of number, for example, counting the cars and other toys the children are using with them. The childminder sits alongside the children and joins them in their play such as, helping them to build a tower with bricks and supporting them when they are trying to walk and balance.

Children are developing skills for the future. They push buttons on toys to make them move and of pushing a button, to make the pedestrian crossing work when they wish to cross the road. Children readily go on outings with the childminder to local toddler groups, parks and activity centres. These outings and visits enable the children to begin to be aware of their local community and to mix and socialise with others. Children are beginning to understand they must share and the childminder encourages their early understanding of manners by saying thank you and please when talking to them. Children form close, warm relationships with the childminder, clearly trusting her. The childminder is calm and caring, so is a good role model to them. They readily approach her to sit on her lap and they receive lots of hugs and cuddles giving them a sense of belonging and security.

Children are beginning to be aware of safety issues as the childminder constantly reminds them of safety issues such as, to be careful when they are trying to stand by pulling themselves up on the furniture. Children who accidentally hurt themselves when playing are immediately comforted, cuddled and distracted, very soon afterwards they are giggling as the childminder pretends a toy tiger is eating the zip on their cardigan. Children's health is promoted as they are able to sleep and relax when they require and daily walks to the river and local park enable them to be out in the fresh air. Parents provide the children's food and the childminder ensures any food the parents provide is stored and heated up appropriately. However, although the childminder offers children regular drinks to ensure they remain hydrated children cannot independently access a drink when they require. The childminder works effectively with parents to deal with any specific health issues and requirements. Children are beginning to be aware of the hygiene routines in place such as, washing their hands before eating and the childminder has good nappy changing procedures in place to ensure cross infection is minimised.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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