

Inspection report for early years provision

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Inspection date	09/02/2011
Inspector	Jo Graham
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 2010. She lives with her partner and young daughter in Whitley, Reading. The childminder uses all areas of the house for childminding. There is a secure garden for outdoor play. Pets include cats and rabbits.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for two children within the early years age range, and up to five older children under the compulsory part of the Childcare Register. A maximum of five children may attend at any one time and the childminder is currently minding one child in the early years age group. The childminder provides care from Monday to Friday all year round. The childminder attends the local children's centre, toddler groups and visits local parks. The childminder has a childcare qualification at level 3 and has experience of working with children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises the uniqueness of each child and supports their individual needs well, helping them to make good progress towards the early learning goals. All mandatory paperwork is in place and supports the childminder to work in cooperation with parents, providing continuity of care for the children. Observations are completed and these are often used to inform children's next developmental milestones. Overall, the childminder has a positive attitude to evaluate her practice, although the process is in its infancy. Children feel safe and secure as they build up strong relationships with the childminder and her family.

What steps need to be taken to improve provision further?

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

- develop and implement a self-assessment system which identifies strengths and weaknesses to further improves outcomes for children
- develop further the current observation and assessment system in place to ensure children's next steps to development are consistently identified and acted on.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good knowledge and understanding of how to implement the procedures for child protection, to ensure the safety and welfare of

children. She understands her responsibilities and has up-to-date information for guidance. The childminder identifies potential hazards to children and minimises these through completing a written risk assessment, implementing house rules and having suitable safety measures such as stair gates and smoke detectors in place. The childminder maintains ratios at all times and ensures children are not left alone with persons not vetted. This supports their well-being.

The childminder adapts activities to promote inclusion and enable all children to participate at their own level of learning. Assessment procedures are in place and used adequately to inform most of the children's future planning needs and some of their next steps of development. Resources, furniture and equipment are developmentally and age appropriate, in good condition, clean and easily accessible to children. The childminder has started to evaluate her practice and assesses what she does well and areas to improve. However, this process is working progress. There are good structures in place to support children who speak English as an additional language and the childminder learns some words in the child's home language as well as involving parents to share additional words, meaning and culture; subsequently children are extremely happy and settled.

The quality of communication with parents and carers is good to support children's achievements and well-being. The childminder uses a variety of methods to exchange information with parents. These include notice boards, newsletters, daily diaries, a wipe board, written and picture text messages, as well as verbal discussions. The childminder does not mind any children who attend other early years settings, but is aware of the benefits of building up relationships with other professionals to promote continuity of education and care.

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

The enabling environment, both inside and outdoors, contributes to children's all round learning and development. The childminder skilfully knows when to intervene and offer suggestions and explanations, such as helping children to problem solve but also giving children opportunities to explore at their own pace, for example, rolling and chasing after the hoops in the garden. This contributes to children's all round development and enjoyment. Children explore using their senses and experience a wide variety of media. They especially enjoy patting the dough, feeling the wet and dry sand and watching the colours change on the slinky when they stretch it. Children are helped to be independent in their personal care skills and the childminder ensures she provides suitable resources to cater for their needs, for example, liquid soap and steps to reach the sink.

Children are confident to express their views using signs, actions and some spoken words. The childminder responds positively to their requests and is able to understand these communication processes well. Written text is displayed in the setting and children access books, which are attractively arranged on a rug in the main room. The childminder introduces counting, colour and shape naming into everyday activities and children operate resources such as cogs and wheels. These

activities help to develop children's skills for their future economic well-being. Children partake in planned activities with enthusiasm and the childminder engages their interest well by ensuring there is sufficient challenge and support. Children's behaviour is good and sensitively managed. The childminder is a good role model and thoughtfully supports children with the challenges of sharing and taking turns. Children are building up strong relationships with their peers and the childminder, approaching her confidently to share in their achievements. The childminder boosts children's self-esteem through consistent praise and encouragement, helping them to feel valued.

Children show they feel safe and are confident to confide in the childminder and often approach her for cuddles and comfort. Children access healthy snacks and home cooked meals and have easy access to their own drinking cups. The childminder involves the children in the preparation of their meals, so they develop an understanding of what food looks like before it is cooked. They especially enjoyed exploring the Chinese foods they prepared and ate to celebrate Chinese New Year, even trying to eat the noodles using chop sticks. The risk of cross contamination is reduced due to the childminder following her sickness policy and implementing exclusion periods, the children wash their hands after playing in the garden and before eating and good nappy changing procedures are in place.

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	3
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

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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