

Inspection report for early years provision

Unique reference number	EY301684
Inspection date	17/03/2011
Inspector	Anne Faithfull
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 2005. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her three children aged 18, 17 and 12 years old in Caversham, 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. A fully enclosed rear garden is available for outside play. Her registration permits her to care for six 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 one child who is within the Early Years Foundation Stage on a full time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge of individual children's needs overall and this helps her to promote most aspects of children's care, learning and development. Children are happy and enjoy their time with the childminder who recognises each child's individuality and uniqueness. Children are provided with a broad range of activities, resources and outings to support their learning and development. Most documentation is in place to ensure children's safety. The childminder is committed to continuous development and has completed a range of courses since her last inspection. She has systems in place to evaluate her service to ensure she can identify key strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- develop further the observation and assessment system in place to include information from parents on their child's achievements already made at home
- complete a risk assessment for every outing taken with the children.

The effectiveness of leadership and management of the early years provision

The childminder sees her role in safeguarding children as paramount. She has a secure knowledge and understanding of local safeguarding procedures. 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. She ensures all adult family members living on the premises have completed the relevant checks to ensure their suitability to be in the same premises as the children. All visitors to the home have their names and times

recorded. The childminder undertakes a daily safety check to minimise the risks to children in her care and she ensures all children and visitors to her home are aware of the emergency evacuation procedures in place. A range of risk assessments have been completed for the home and for regular outings such as, visits to the toddler group. However, she does not always complete a risk assessment for different outings. The childminder ensures all children and visitors to her home are aware of the emergency evacuation procedures in place

Children are helped to develop a positive attitude towards people's differences through a range of resources and the childminder's good example of how to respect and include everyone. The childminder enables children to feel a sense of belonging as she welcomes them warmly into her home and treats them as individuals taking into consideration their preferences and interests. Children are able to independently access a variety of resources as they are displayed at their height and the childminder rotates the toys to ensure the children do not become bored.

The childminder has established a good relationship with parents. Effective communication between them ensures children's needs are continually met. Parents make positive comments about the childminder and the service she provides such as, how much their child enjoys their time with her. The childminder ensures all parental consents are in place before their child starts and the daily dairies in place inform the parents of how their child has spent their day and including sleep times. The childminder is aware to liaise with other settings the children attend although currently no children attend any other settings. The childminder is totally committed to on going development. She has attended a variety of training courses since her last inspection and has addressed all the recommendations. She uses daily reflective practice to help her identify areas for future development and to further promote the outcomes for children.

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

Children are happy and comfortable in this warm and homely environment. The childminder's calm and caring manner helps children to feel settled, confident and secure. The childminder thoroughly enjoys her time with the children and is enthusiastic about the role she plays in their lives. She uses her knowledge of the Early Years Foundation Stage to provide children with a range of activities and experiences to promote their early learning through play. The childminder makes regular observations on children and records these in the children's file. All observations are linked to each area of learning and children's next steps are identified. However, although she obtains some information from parents before their child starts, this does not include information regarding their child's achievements already made at home in their early development and learning.

The childminder continually talks to the children to help develop their early communication skills and uses a range of facial gestures to show her delight when they respond by making sounds back to her. The childminder continually offers

children support, guidance and praise this helps to develop their early confidence and self-esteem. Children have many opportunities to go out each day on a variety of outings in the local community for instance, visiting the local garden centre and toddler groups where they have the chance to meet and socialise with others. Children are beginning to be aware of different cultures as they celebrate different festivals and events in their lives.

Children who have just woken up from their sleep are hugged and receive lots of cuddles and they are given time to become aware of where they are and meet any visitors to the home before the childminder puts them down. Children enjoy a range of activities both in the home and outside in the garden for example, planting the plants they had chosen on their visit to the local garden centre. Children also enjoy participating in tea parties in the garden. They are beginning to be aware of skills for the future as older children can access a range of technology and younger children play with a variety of electronic toys which make a noise when they push a button. They also help the childminder sort and to put items in the re-cycling bins cause and effect toys.

The childminder offers a clean, homely environment. She has procedures in place to prevent cross-infection such as, providing children with their own towel and has suitable nappy changing procedures in place. Children are provided with a range of healthy snacks and meals that their parents provide and the childminder ensures their teeth are brushed after meals. The childminder follows children's sleep routines and shares information with parents regarding weaning requirements. Children's physical skills are encouraged as the childminder provides clear floor space for younger children to begin to crawl and start to walk offering assistance and support when required.

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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