

Inspection report for early years provision

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Inspection date	22/03/2011
Inspector	Melissa Cox
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 was registered in 2007. She lives with her husband and two children aged seven and ten years in the village of Hermitage in West Berkshire. The whole ground floor of the childminder's house is used for childminding with upstairs used for sleeping. There is a fully enclosed garden for outside play.

The childminder is registered to care for up to five children under the age of eight and she is currently caring for five children on the Early Years Register on a part time basis. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The family have a pet hamster. The childminder is qualified nursery nurse in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are highly valued as individuals and provided with a good range of activities and resources, which supports their learning and development needs very well. They are cared for in a well-organised and homely environment, where they are kept safe and secure at all times. Documentation and record keeping is well organised, and children's progress and development is well documented. Good links with parents help to mostly involve them in their children's care and education. Partnerships with other early years settings are developing. The childminder has made a good start to the self-evaluation process regularly reviewing her practice, which enhances her support for the development of children's care and learning.

What steps need to be taken to improve provision further?

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

- further support children's learning and development by sharing their next steps more regularly with parents so that they can become involved in their children's learning at home
- develop systems for sharing information between other settings children attend in order to complement the learning taking place

The effectiveness of leadership and management of the early years provision

Children are kept safe and secure in this warm and welcoming environment. Good systems are in place to ensure that children are safeguarded. The childminder is fully aware of her responsibilities with regard to safeguarding issues, and keeps her child protection knowledge up-to-date by completing refresher training. Risk

assessments cover all aspects of her care, including when children are off the premises and essential safety equipment is in place to minimise hazards. All the necessary suitability checks for herself and her family have been completed. The childminder is very safety conscious and ensures children's safety at all times. Children access a range of age appropriate resources, activities and interesting play opportunities. The childminder makes sure that all children are included and that resources meet the different developmental needs of children attending. She monitors and reviews these toys to ensure all areas are covered. Children independently access resources themselves, which are stored in low level labelled storage boxes in her living room. The childminder operates an inclusive practice and warmly welcomes all children into her setting. Children get out and about in their local community and access a range of resources including a good selection of books, depicting race, culture and disabilities. This helps children recognise and value the importance of respecting one another and their differences. The childminder has made a good start in the self-evaluation process which truly reflects her childminding practice. She clearly identifies her strengths and areas for improvement that will help improve her already good practice. The childminder is extremely committed, dedicated and motivated to provide the best possible care for the children and families she looks after. All previous recommendations raised at the last inspection have been completed and as a result outcomes have been enhanced.

Partnerships with parents are good. All policies and procedures are discussed with parents on registering and contained in a parent handbook. The childminder obtains written information regarding the care and welfare requirements for individual care needs to ensure consistency. Children's likes, dislikes, interests and an overview of their development already achieved are discussed to ensure children's starting points are identified. The childminder shares daily diaries with parents which complements the verbal exchanges of information. Learning journeys are shared with parents to contribute to them although there are no formal systems established to show how the childminder encourages parents to become involved in their children's learning at home. The childminder is aware of the benefits of establishing and maintaining positive links with other settings children attend. A formal system for the sharing of information in order to complement the learning taking place is not fully established.

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

Children benefit from this experienced and qualified childminders' good understanding and delivery of the Early Years Foundation Stage. The childminder is clear of her responsibilities with regard to ensuring that all children are challenged effectively, and the range of resources and activities meet their needs extremely well. Children are developing well socially and emotionally and enjoy a warm and trusting relationship with the childminder responding warmly to her. They are happy, settled and confident in the childminders care. Their independence is effectively promoted as they are able to easily select resources and confidently ask for help when needed. The childminder knows the children well and talks to them about what they do at home or at nursery. She responds

positively to children's conversation, and promotes language and communication skills by using open ended questioning and responding to younger children's vocalising. Children play well together and demonstrate good manners. Children's social development is further promoted as they attend group activities at parent and toddler groups, nursery and pre-school.

Children are secure and confident within the home as a result of the good interaction from the childminder and well organised routines. They behave well in response to the calm and consistent responses from the childminder and are beginning to show some awareness of the expectations of the home as they are encouraged to share resources and take turns. The introduction of simple road safety encourages children to develop an understanding of dangers and how to stay safe. They also understand the importance of the emergency evacuation procedure which they practise regularly and the need to use resources carefully to prevent accidents.

Children experience a good balance of self-chosen play and adult-led activities. Children's creativity is promoted as they listen to music, play with role play resources and enjoy numerous art and craft activities. Older children have lots of opportunities to draw, write and make marks. Their understanding of writing for a purpose, letters and numbers is well supported and encouraged as children make greeting cards, confidently writing their own name. Children's understanding of number and counting is developing very well and children recognise numbers on wooden blocks and then write them in order during a craft activity. Children develop skills for the future as they are confident communicators who competently use computers and digital media to support their learning.

Good hygiene practises are fostered and children are cared for in a clean and tidy environment and are provided with a range of healthy snacks. Their good health is effectively promoted, through lots of fresh air, daily walks and other outdoor activities. For example, they enjoy the many opportunities at the play areas where their coordination, balancing and climbing skills are challenged, in a safe and controlled environment. This also encourages children to be active, helping them to understand the benefits of physical activity for a healthy lifestyle.

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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