

Inspection report for early years provision

Unique reference number	EY248927
Inspection date	13/04/2011
Inspector	Tracy Bartholomew

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 2002. She lives with her school age daughter in Thatcham, Berkshire. She is registered on the Early Years Register and both the Compulsory and Voluntary parts of the Childcare Register. Minded children have access to the whole of the house with toilet and sleeping facilities on the first floor. There is a secure enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years; of these, two may be in the early years age range at any one time. She is currently caring for two children on a part time basis, and of these, one is within the early years age range. The family have two dogs.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are confident and happy whilst in the care of this friendly childminder. They make suitable progress in their learning in relation to their capabilities and starting points. Most aspects are covered to safeguard children but not all risk assessments are in place. A strong partnership with parents is in place, which contributes towards children's overall achievements. The system for self-evaluation identifies strengths and some weakness; regardless of this, the childminder communicates ambition and drive to secure improvements satisfactorily.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure risk assessments are undertaken on all areas used by the children and appropriate action is taken to make these areas safe such as ensuring children do not have access to unsuitable products which may cause them harm if consumed (Safeguarding and welfare) 13/05/2011

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

- continue to develop methods of observational assessments in order to plan to meet children's individual learning needs
- establish systems and documentation to clearly reflect the current practises of the setting, whilst ensuring all documentation is organised and up to date

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of how to safeguard children. She demonstrates a sufficient understanding of safeguarding procedures and is fully aware of the possible symptoms of abuse and how to record and report concerns. This helps to ensure that children are protected whilst in the pre-schools care. Risk assessments for outings are in place. However, children's welfare is put at risk to some degree whilst they are within the home, as the childminder does not have a comprehensive written assessment to cover all areas of the home. This is a breach of the requirements. Nevertheless, the childminder does undertake a visual assessment of her home before the children arrive, and has suitable training and experiences required to maintain children's safety overall.

The childminder provides a welcoming environment. The home offers a good range of toys and resources, which supports their learning and development overall. The childminder utilises resources well within the daily plans and children have free access to them, which supports their interests and learning intentions. Children's individual needs are well considered and the childminder is consistently on hand to support and encourage the children's learning and play.

The childminder promotes equality and diversity successfully; she provides good support to all children in her care. She uses her knowledge well to inform planning and to ensure that all children are included and valued. She has a positive attitude to including and meeting all the children's needs, especially in relation to English being a child's second language.

The childminder has a clear self-evaluation in place and she uses this to review and reflect on her current practices, although the organisation of documentation has been overlooked, which as a result has meant that some documentation does not acutely reflect current practices. Nevertheless, the childminder is dedicated to enhancing her practice, and is committed to embedding her ambitions into her practise to improve the overall quality of care for the children.

The childminder has developed good quality relationships with parents. She involves them in her care and regularly seeks their verbal and written opinions on her practise. The parents are well-informed about the service provided, the care their children receive and the progress they are making. Suitable methods are in place to support working partnership with other settings when the children attend, such as preschools and schools, which in turn promotes consistency of care.

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

Children are confident and relaxed in the care of this childminder. They access readily available toys and resources and are keen to explore and add to these to aid their games, for example accessing further riders for their horses. Overall,

children are making sound progress in their learning and development. They show a strong sense of security in the childminder's company, forming good relationships with her. They approach her readily for support, comfort and seek her guidance when they are unsure how the Egyptian artefacts interlink.

Children enjoy the interesting range and balance of activities and toys provided by this childminder. They move around freely, make their own decisions about what to do and concentrate well. They are all included in the daily planning and confidently choose if they would like to do creative work or continue with their role play. Children have a wide range of opportunities to make and do creative work; they enjoy making animals out of pipe cleaners and coloured balls. They are consistently stimulated with ample opportunities to develop their fine motor skills and are offered a wide range of sensory activities to promote their inquisitiveness.

The childminder knows each child's capabilities and is sufficiently confident in her knowledge of child development to promote learning and development for all the children attending. However, the assessment system is in its infancy, the childminder has made a good start to recording and monitoring children's development, however, not all areas are covered, which as a result means some areas require improvement. Despite this, children experience each of the six areas of learning regularly whilst in the childminder's care, both inside and out of doors.

Children behave well because the childminder sets clear boundaries that children can relate to and understand. They know, for example, that only one child can bounce on the trampoline at any one time. The childminder praises them appropriately and they respond well to her positive approach. They cooperate willingly with their peers, sharing resources appropriately. Children progress well in learning about healthy living. They benefit from regular fresh air and exercise. They understand the basics of how to keep themselves healthy, for example by washing their hands prior to eating.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met