

Inspection report for early years provision

Unique reference number	112266
Inspection date	19/04/2011
Inspector	Susan May

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 1994. 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 two sons in Silchester, Berkshire. All of the premises are registered for childminding and there is an enclosed garden for outside play.

The childminder is registered to care for a maximum of six children and is currently caring for two children in the early years age range. The childminder also cares for older children. She is able to walk and drive to local schools and pre-schools to take and collect children. The family have two horses that children have supervised contact with. The family also has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress and build good relationships with the childminder in the child friendly environment the childminder offers. Their welfare and education is promoted in an inclusive manner and development supported through a good range of age appropriate play resources accessible to them. Policies, procedures, children's documentation and all required parental consents are in place and discussed with parents with whom she has built positive relationships, working constructively with them and others involved in the children's care to meet the needs of the children. The childminder gives priority to keeping children safe and has some written risk assessments in place, however, while there is no significant impact on children in her care she is in breach of the welfare requirement for the Early Years Register as she has not maintained a full record of risks on her premises and steps taken to address them. The childminder is an experienced childminder who demonstrates commitment to improving the service she offers and recognises the benefits of developing systems to record children's progress.

What steps need to be taken to improve provision further?

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

- maintain a full record of risk assessments of the premises and when and by whom they have been checked [suitable premises environment and equipment]

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

- develop systems to regularly observe and assess children's progress in order to record their progress over time.

The effectiveness of leadership and management of the early years provision

Children benefit from a child friendly environment and a well organised childminding day as the childminder follows clear policies and procedures, parental preferences and children's routines. Children have independent access to a good range of toys and resources from which to select stimulating and challenging activities appropriate to their age. Safeguarding is priority and the childminder is aware of the procedures to follow should she have any concerns about children in her care; all adults in the house are suitably vetted and the childminder supervises children at all times. She recognises that children's safety is a priority and has taken good precautions to make her home safe, for example, providing written risk assessments of outings and completing fire practices with the children. However, while she maintains high standards of safety in her home through comprehensive daily and visual risk assessments to identify and address hazards to ensure children remain safe, she has not completed a written record detailing these or when and by whom they were checked. This is in breach of the welfare requirements.

Each child is recognized as an individual and the childminder offers an inclusive service taking into account their needs, building effective communication links with parents, who demonstrate approval of the care their children receive, and others involved in the children's care. The childminder is an experienced childcare practitioner with a secure knowledge and understanding of the Early Years Foundation Stage. Children's starting points are discussed at pre-visits and all children's details recorded and stored confidentially. She works closely with parents to plan next steps and is adept at observing and assessing children's progress identifying children's stage of development. However, while there is some evidence of children's progress, there are no systems in place to record children's development and abilities to enable progress to be seen over time. The childminder demonstrates commitment to improving her provision as she has addressed the recommendations made at the last inspection. To update her knowledge she receives information on further training from the local authority, looks online and discusses practice with local nursery and pre-school staff. She reflects on her practices, identifying strengths and some areas for development to improve the quality of the care and learning experiences the children receive.

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

Children feel settled and secure in the warm, friendly environment that the childminder provides. She demonstrates a good understanding of children's development and the areas of learning and confidently enables children to initiate their own play while being on hand to offer support. All information about the

children is shared with parents verbally. These daily discussions with parents and staff at the nurseries children attend provide the childminder with a clear picture of their next steps and how she might plan to offer continuous and appropriate activities that are of interest to the children and promote their learning.

Regular opportunities for physical exercise contribute towards children adopting a healthy lifestyle. They go to a nearby park, or take walks in the area as they collect children from local schools and explore the natural environment. Social skills are developed as children play with each other in the childminder's home and at the nursery schools they regularly attend helping them begin to develop an understanding of caring for each other, community and the wider world. Children begin to understand about keeping themselves safe as the childminder provides age-appropriate explanations about the possible consequences of their actions, for example, not putting play dough in mouths as it would cause a tummy ache and putting shoes on the right feet so they don't trip over.

Parents provide children's meals and the childminder is aware of storing foods correctly to ensure it remains fresh. Drinks are always available. The childminder provides a good role model and prevents cross infection as she follows good hygiene practices, for example, hand washing after playing with materials such as play dough. Examples of children's work displayed around the designated playroom demonstrate that children have access to a range of materials with which to explore their creativity. Children enjoy their play; they happily sit with the childminder looking at books and playing games, their learning extended as the childminder chats to them, developing their thought processes and vocabulary as she asks open ended questions. Children have opportunities to mark make as they have access to pens and pencils in the childminder's home, and paint brushes and regular access to arts and craft sessions and everyday technology at the nurseries and schools they attend. Children explore their creativity and understanding of the world in which they live as they use their imagination in their play, for example, role playing with small world resources. Children develop their problem-solving skills as they have access to a range of construction toys and puzzles. They identify colours and count in everyday play, for example, counting out and identifying the number and shape of the play dough pieces they cut out.

Children behave well; they are confident and have clearly developed caring relationships with the childminder and her family, confidently making requests of her and her son.

Events that are important to the children are celebrated with the childminder, with further opportunities to help develop an awareness of diversity through the nurseries and schools they attend. Good resources available in the home promote positive images. The childminder recognises the value of finding out about children's families, backgrounds and other cultures to create an inclusive environment that will encourage children to feel a sense of belonging and promote their self-esteem.

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

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