

## Inspection report for early years provision

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<b>Unique reference number</b>	159028
<b>Inspection date</b>	27/04/2011
<b>Inspector</b>	Jo Graham
<b>Type of setting</b>	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 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children all aged over eight years of age in Woodley near Reading. The whole of the ground floor of the childminder's house is used for childminding and upstairs is used for children to sleep. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children in the early years age range at any one time and is currently minding three children in this age group. The childminder is registered to provide care for six children in total at any one time and currently minds one child in the older age group. She also minds four children over eight after school. The childminder walks or drives to local schools and nursery schools to take and collect children. The childminder attends the local toddler group. The family has two dogs in the family home and two horses which are kept off the premises.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder knows the children in her care well and therefore their individual needs are appropriately met and they make good progress in their learning. The childminder provides an enabling environment, where children can explore safely. All mandatory paperwork is in place. This supports the childminder to work in co-operation with parents, providing continuity of care for the children and promoting the children's welfare. The childminder assesses her practice and has acknowledged areas to develop, although has not identified how to action these. Children benefit from good interaction from the childminder, increasing their enjoyment.

## **What steps need to be taken to improve provision further?**

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

- improve current observation system to indicate children's next steps of development in order to track their all round achievements
- devise and implement systems to monitor how identified areas to develop practice are actioned.

## **The effectiveness of leadership and management of the early years provision**

The childminder demonstrates a clear understanding of procedures to safeguard children from harm and neglect. She is aware of her duties and responsibilities and follows her own policy to guide her. The childminder identifies potential hazards to children and minimises these through completing a risk assessment, implementing house rules and having suitable safety measures such as placing a quilt over the fire hearth and monitoring who enters the premises. The childminder ensures all persons in her household, who require suitability checks, have these in place and she makes sure persons not vetted are not left alone with the children. This safeguards the children's well-being. The childminder evaluates and assesses her working practice, identifying what she does well and areas to develop. However, she has not yet implemented systems on how she will action the identified areas of development.

The childminder adapts activities to promote inclusion well, enabling all children to participate at their own level of learning. For example, during the spontaneous singing of action rhymes the childminder selected songs the children recognised and knew the actions so they could all participate. The childminder makes sure she is aware of children's developmental needs and their routines, which contributes to them feeling a sense of belonging and valued. Children rest when they need to and often instigate this need by going to the childminder for cuddles. Children have access to a range of activities, both in the home and through visits to community groups. Toys and equipment are in good condition, age appropriate and support children's developmental needs well to move their learning forward. The toys and equipment are easily accessible and the childminder rotates these selections regularly to widen the range available.

The childminder understands the benefits of building relationships with other early years settings and has developed systems to instigate this process, but currently there no children attend another setting. The good relationships with parents contribute to the continuity of care and learning for the children attending. She keeps parents updated about their child's routine and achievements through verbal exchanges, text messaging and phone calls.

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

Young children establish their own identities and personalities as they use their voices and gestures to express their needs and how they feel. The childminder responds positively to their communications, for example, when they are tired, thirsty or request to partake in specific activities. Children practise their counting skills during play activities and learn about shape and colour when building blocks into towers. They enjoy sharing stories with the childminder and respond positively to her questions about the pictures, answering with confidence. Children are comfortable, feel safe and relaxed, enabling them to confidently explore and to

select activities independently. The childminder fosters curiosity well and supports children's learning effectively, demonstrating she is aware of individual developmental stages.

The childminder completes observations to track and assess children's developmental milestones and has a good knowledge of how to support the children's continual achievements. However, children's next steps of development are not sufficiently noted. Children respond positively to the childminder's sensitive reminders to share and take turns. Their behaviour is good and they tidy away when asked. Children are building up strong relationships with their peers and the childminder, approaching her confidently to share in their achievements and for cuddles. The childminder interacts well with the children in their play and she is warm and caring towards them. She moves their learning forward by providing good support, asking questions to encourage them to think and knowing their interests.

The childminder holds a first aid certificate and the first aid box is easily accessible. She has a clear understanding of the requirements to accurately record accidents and medication administered and ensures these records are maintained accurately and signed by parents. Children access drinks when they need them and have food at regular times to suit their routines. Good hygiene practices are reinforced; children confidently explain they need to wash their hands after using the toilet. Children learn about the wider world with trips in the local community and by accessing resources which promote diversity. For example, regular trips to the stables to visit the childminder's horses and dressing up in a range of costumes.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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