

Inspection report for early years provision

Unique reference number	EY321157
Inspection date	12/05/2011
Inspector	Sheena Bankier

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 2006. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for three children under eight at any one time; of these, two may be in the early years age group. There are currently three children on roll in the early years age group, all attend on a part-time basis.

The childminder lives in Calcot, near Reading, Berkshire. She lives with her husband and three children, who are preschool aged and above. The downstairs is mainly used for childminding with access to the first floor for sleeping and toilet facilities. There is an enclosed garden for outdoor play. The home is accessible at street level.

Local facilities such as, parks, schools and shops are within walking distance. The childminder is able to take and collect children from local schools and pre-schools. The childminder holds a recognised childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the childminder's care. Children benefit from a broad range of activities that effectively support and extend their learning and development. The childminder meets most requirements and conditions of registration consistently. She works closely with parents and overall gains good information to tailor learning and care to children's individual needs successfully. The childminder has a good understanding of the strengths of her service and gains parent's and children's views to support active continuous improvement.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment. (Safeguarding) 27/05/2011

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

- consider using rhymes from a variety of cultures and asking parents to share their favourites from their home languages.
- encourage parents to contribute to their child's learning and development

record

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of safeguarding issues. She has an effective knowledge of how to recognise the signs and symptoms of abuse or neglect and the procedures to follow in the event of concerns arising. The childminder supervises children closely and raises children's awareness of their own safety; for example, explaining why children need to wear a safety harness in the pushchair. She carries out and records risk assessments to promote the safety of children in the home and during outings. Currently, the childminder has not sought written consent from parents to seek emergency treatment for children; this is a breach of requirements. Good hygiene procedures reduce the spread of infection; for example, the childminder wears gloves while changing nappies.

Most aspects of the childminder's service are well organised. The childminder has some written policies and procedures that she shares with parents. She gains a range of consents from parents, such as, for taking photographs or children on outings. This supports a clear understanding between the childminder and parents. The childminder exchanges information with parents on an ongoing basis so that she is up to date with parent's wishes and children's needs. The childminder actively gains parents views and takes good account of children's interests, likes and dislikes. Subsequently, she evaluates her service successfully and makes good continuous improvement. At times, the childminder has cared for more children than her conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action. The childminder has kept up to date with her first aid training and at times attends other training. This enables her to develop her practice and benefits children and parents.

Children have equal access to a good range of resources that are clean and well maintained. Children are able to access toys and resources independently; as a result, they initiate their own play and ideas. The childminder supports sustainability through using recycled materials and grows produce with the children that they then eat. Toys and resources raise children's positive awareness of the diverse society. The childminder recognises the importance of developing effective partnerships with others to promote consistency and continuity for children.

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

Children form good relationships with the childminder that are warm and caring. Good settling-in procedures support children and parents effectively, due to the childminder's sensitive approach. This builds children's and parent's confidence and children develop strong feelings of security. Clear boundaries underpin children's secure understanding of safety, for example, not entering the kitchen. The

childminder demonstrates an active understanding of children's individual backgrounds. She does not always consider gaining further information about children to use within her daily routines, such as, other languages spoken at home. Children develop their social skills with similar aged children as the childminder arranges times to spend with others. Children benefit from consistent praise and encouragement. This actively underpins children's self-esteem and confidence.

The childminder offers children a broad range of outings, activities and play experiences. Children confidently explore and investigate the resources and activities; for example, playing with water or electronic toys. Children benefit from the childminder's good interaction. She asks questions and chats to children as they play; for example, when reading a book together. This promotes children's good knowledge and understanding and stimulates their thinking skills. The childminder maintains effective records of children's progress that clearly reflect their good progress. She actively plans for children's future progress and clearly links activities to the areas of learning. Subsequently, children develop good skills for the future. The childminder has not fully considered adding any contributions from parents to provide a wider picture of children's achievements. Children's records are accessible to parents at anytime on request. This enables parents to review their children's progress regularly.

The childminder offers children regular drinks and healthy snacks. The childminder talks to the children about being thirsty as they drink; raising their awareness of their needs. The childminder attends to children's care needs in a warm and caring manner. She gently uses these times to introduce learning, such as, counting children's toes at nappy changing time. Children rest and sleep according to their needs and follow their home routines. This provides familiar and secure routines for children. Children benefit from physical play in and out of doors; for example, the childminder sets up a tent and tunnel for indoor play when the weather is poor. Children regularly use the garden, local parks and soft play facilities. This enables children to extend their physical skills using a wide range of different equipment. Children enjoy regular outings; for example, to feed the ducks and watch the boats come through the lock. As a result, children benefit from fresh air and develop their understanding of the world.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written statement of procedures to be followed in relation to complaints that relate to the requirements of the Childcare Register, and which a parent makes in writing or by email (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 27/05/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the compulsory part of the Childcare Register. (Procedures for dealing with complaints) 27/05/2011