

## Inspection report for early years provision

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<b>Unique reference number</b>	159073
<b>Inspection date</b>	23/05/2011
<b>Inspector</b>	Carol Willett
<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.

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 was registered in 2001. She lives with her husband and three children all of whom are high school age. They live in Lower Earley, near Reading. The whole of the ground floor of the childminder's house is used for childminding, children only go upstairs to sleep and use the bathroom. There is a fully enclosed garden for outside play. The family has fish in a tank.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years if these three can be in the early years age group. There are currently four children on roll, of which three are in early years age range. The childminder walks to local preschool and schools to take and collect children. She attends the local toddler and childminding groups. The childminder has a National Vocational Qualification (NVQ) at level 3 in Children's Care Learning and Development.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play happily and make good progress in their learning as the childminder is caring and attentive and provides a well-organised welcoming family environment. All children are included as the childminder has a good knowledge of their individual likes and they actively explore a variety of age-appropriate toys. The childminder is aware of her role and responsibility and she continues to update her knowledge and skills through obtaining a childcare qualification. She realises the benefit of reflective practice and is beginning to evaluate her provision though systems are not fully developed. Safety checking procedures are effective but the childminder has not maintained the required record of risk assessments for her home.

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

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

- keep a record of risk assessments for the house and garden and all places visited clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation).

17/06/2011

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

- develop effective systems for self-evaluation to give a clear picture of strengths and areas for improvement , include the impact of improvements on outcomes for children; enable parents to be involved in the process
- improve systems for evaluating children's observations in order to assess and plan for the next steps in children's learning using the Early Years Foundation Stage early learning goals so children reach their maximum potential.

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

The childminder provides good quality care and children play happily in the welcoming child-friendly environment. Children are settled and secure as they develop close caring relationships with the childminder and all members of her family. They play in a safe, secure family home as the childminder has a good awareness of safety. Children are closely supervised at all times and effective daily checks are completed to ensure all hazards are identified and minimised. For example, safety gates are used to prevent access to the stairs and the front door is kept locked and the garden gate bolted when children are present. However, the childminder has not kept a record of risk assessments of her home and garden and for all outings she takes children on, which is a legal requirement of the Early Years Foundation Stage. Children's welfare is effectively promoted as the childminder has a secure understanding of her responsibilities with regard to safeguarding children. All adults in the childminder's home have completed criminal records bureau checks. She updates her training regularly and she has a written safeguarding policy which she shares with parents. All records are effectively shared with parents including accident records which keep them well informed.

The childminder has good childcare skills; she has completed a NVQ at level 3 childcare qualification and she has a wealth of experience. Overall, she has a good knowledge of the Early Years Foundation Stage requirements. She organises her home, resources and time well to ensure children needs are met and she carefully supervises them as they play. Children enjoy their time with the childminder and they have fun selecting toys from age-appropriate resources set out at their level both in the house and in the garden. The childminder continually suggests and adds other toys from the shed and cupboard to enhance and maintain children's interests as they play. The childminder regularly rotates toys to ensure children are stimulated and learning well using her knowledge of their likes and interests. She plans a variety of activities for children which promote learning in all skill areas. The childminder is kind and caring and takes a genuine interest in what the children say and do enjoying their play and supporting them as she sits on the floor to join in. The childminder is caring and respectful and treats all children with equal concern. She has a good knowledge of the children and their family backgrounds supporting all children well to enable them to make good progress in their learning. The childminder develops effective friendly working relationships with parents to ensure consistent practice in meeting children's individual needs. She shares information effectively with other settings children attend and she works well to support children's additional needs. Parents receive daily written and verbal information about their child and children's learning journey development records are shared with them. The childminder has most of the required

documentation in place which is generally well maintained and all her written policies are shared with parents. Parents are positive in their praise of the childminder and how quickly their children settle in her care. They like the reliable family environment and the genuine care, support and good advice they and their children receive.

The childminder has been minding for many years and, although she has not completed a formal self-evaluation of her practice, she has considered and identified some areas for development to further improve outcomes for children in her care. She seeks support and shares good practice with other childminders and she has links with the early years development worker. She has completed all recommendations from her last inspection.

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

Children's health safety and welfare is promoted well as the childminder has good routines to ensure her home is clean, tidy, safe and well-maintained. The childminder has hygienic nappy changing routines which minimise the risk of cross infection. Young children develop an awareness of personal hygiene as they follow good hygiene procedures as part of their daily routines. For example, they take off their shoes as they come into the house and wash their hands before they eat. The childminder ensures children have plenty to eat as they sit at the table and enjoy balanced healthy snacks and lunches that include fruit and vegetables and the occasional biscuit. Their drinking cups are freely accessible so they drink plenty. The childminder respects parents' wishes and she has a good knowledge of children's dietary needs from discussions at initial visits. Children learn about healthy lifestyles as they have many opportunities to develop their physical skills and get fresh air as they go out daily as they walk to school and visit local parks. The well-resourced garden is thoroughly enjoyed by the children and is freely accessible to them so they can run and jump and practise walking with monster feet. They help grow strawberries and vegetable to eat in their meals.

Children are confident and lively showing they feel safe with the familiar routines and the good caring support from the childminder. The childminder has good behaviour management skills; she has a warm kind manner and acts as a good role model. The positive learning environment and timely intervention enables her to deal quickly with any little disagreements so children learn to manage their own behaviour as they play. The childminder gently reminds children to be careful so they stay safe in the garden. Children develop an understanding of how to keep themselves safe as they take part in regular fire drills and learn about road safety when out walking with the childminder. Children gain a positive awareness of differences and the world around them through the varied range of resources and activities provided by the childminder. Parents are encouraged to share their family customs and regular outings to toddler groups to enable children to learn about different families and people and their local environment.

Children show high levels of independence and self-esteem as they confidently

explore in the safe and well-organised environment. They are happy and secure as the childminder is attentive and caring. Children happily learn to share toys playing alongside each other with role play resources as they find spoons and bowls to feed the babies. The childminder uses her skills well ensuring she has enough toys for all children when both want the same things. She gets out other toys, such as a play highchair and buggy to extend children's play and maintain their interests and learning. The children develop good muscle control as they use tools, such as paintbrushes and crayons, and manipulate jigsaw pieces and playdough through patting and rolling. They show great excitement as they use a range of equipment in the garden, such as a mini trampoline, walking stilts and kick balls and jump on space hoppers. Photographs show the children enjoying a good variety of activities both inside the home and on outings in order to develop skill in all areas of learning and to secure future learning. Children are confident and inquisitive as they freely choose toys to play with. Their communication skills develop well as they sit and cuddle up with the childminder on the sofa looking at familiar books, listen to stories and sing songs. The childminder provides good opportunities to extend vocabulary as children learn to talk. Children have a good balance of free play and planned activities to help them develop skills for the future. They are taken out regularly to help develop their knowledge of their local community and meet up with other children and adults. The childminder completes learning journey records for the children, which include written observations and photographs linked to the six areas of learning. She uses her observations to track children progress though she does not consistently use these to identify children's next learning steps to the early learning goals. The childminder shares information about the children's development daily so parents are kept informed. Overall, the children are safe and happy and make good progress in their learning and development.

## 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	2
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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