

## Inspection report for early years provision

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<b>Unique reference number</b>	110338
<b>Inspection date</b>	08/06/2011
<b>Inspector</b>	Amanda Shedden
<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 1996. She lives with her partner and two adult children in Burghfield Common which is situated between the towns of Reading and Newbury, in Berkshire. The whole ground floor of the childminder's house is used for childminding and the children use the upstairs for the bathroom and sleeping facilities. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years. Of these, only one child may be in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children in the early years age group on a part time basis. The childminder takes children to and collects children from local nurseries and attends the local toddler group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the children are well cared for and have warm relationships with the childminder. They are making satisfactory progress with their learning and development. The childminder undertakes some observations on the children however they are not used effectively to plan further activities. Communication with other providers and parents is not fully developed. Most safeguarding procedures are in place, however, there is a breach in requirements. All children are fully included and their individual needs met. The childminder has started to evaluate her practice and made some changes that benefit the children.

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

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

- seek written consent from parents for the seeking of emergency medical treatment and/or advice (Safeguarding and promoting children's welfare) 17/06/2011

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

- Continue to develop assessment systems in order to match the observations of children to the expectations of the learning goals and to identify learning priorities for each child
- extend sharing of information with parents to include children's learning at the setting and targets for next steps
- develop systems to liaise with other providers delivering the Early Years

Foundation Stage for children to ensure progression and continuity of learning and care

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

Children are cared for in a safe and caring environment. The childminder uses her risk assessments to ensure that children are safe within the home and when visiting facilities in the community. The childminder has a secure understanding of what to do if she had a concern about a child in her care. She holds an appropriate first aid certificate which gives her the knowledge to treat a child if they had an accident. However, she has not sought permission from the parents to administer emergency first aid; this is a breach of requirements, therefore an action has been set. The childminder has created a range of policies and procedures that are used to support her practise.

This is a fully inclusive setting where all children are acknowledged as individuals and their needs are met through the positive interaction of the childminder. Children have equal access to the resources that are suitable for the ages and stages of the children attending. The children are able to self-select from the resources which are rotated to ensure that over time the children have a varied range of good quality toys to enjoy. The children have warm relationships with the childminder and they enjoy going to groups to socialise with other children where they undertake a wide range of activities and learn to socialise with others.

The childminder has evaluated her practise and made some changes that benefit the children, for instance, she has obtained more resources that reflect the wider world. She is looking to updating her skills and knowledge by attending appropriate courses in the future.

The relationships with parents are effective and contribute to the children's well-being. Daily discussions take place about the experiences the children are having and parents value the care their children receive from the childminder. Parents are aware of the observations of their child and have access to their child's learning journeys, however, the child's progress and next steps linked to the early learning goals are not discussed. Information about the children's learning is not exchanged with the children's other early years providers.

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

The childminder knows the children well and has a sound understanding of child development. Some observations have been taken on the children; however they are not consistently linked to the six areas of learning, nor are they used to identify the children's next steps. Progression of their learning is supported through the day to day routine and incidental activities that take place. The childminder's knowledge of the individual child enables her to support their learning through

their play.

The children are happy and secure and have a close relationship with the childminder. They receive lots of cuddles and the childminder sits and plays with the children, engaging in discussions about what they are doing, thereby encouraging the children's language skills. They feel safe within the environment and crawl around the downstairs areas choosing what they want to play with, supported by the childminder's interaction. The childminder's knowledge of the children enables her to interpret their sounds and gestures and meet their needs effectively. This was exemplified by an instance in which the childminder undressed the doll the child was holding and put it in the doll's bath, which is what the child wanted, she then gave the child the doll's bottle and helped her to 'feed' the doll.

Children are offered a balance of adult and child-led experiences. Each day they have a different outing which supports their all round development; they learn to socialise and undertake a wide range of different activities with others of a similar age whilst they attend toddler and childminding groups. Their physical development is encouraged when they visit the park or local soft play centre and they visit farms and wildlife centres developing their knowledge of nature and the wider world, all of which help them develop skills for the future.

Parents provide all the food and drinks for the children; however the childminder will supplement this with fruit and other drinks if needed. Young children point and make gestures when they want a drink, signs that the childminder recognises and helps them with their cup enabling them to drink. Children are learning about hygiene as the childminder wipes their hands and the surfaces that they are going to eat from, waiting patiently for it to be done before they get their healthy snack.

Children behave well and the behaviour policy is shared with the parents. Children are reminded of it if they, for example, start to jump on the furniture. The childminder has different strategies in place, depending on the understanding of the child involved.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3

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