

## Inspection report for early years provision

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<b>Unique reference number</b>	110548
<b>Inspection date</b>	09/06/2011
<b>Inspector</b>	Tracy Bartholomew
<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 has been registered since 1997. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband who works as an assistant and they have two grown up children. The family live in Thatcham, West Berkshire. The ground floor is used for childminding with sleep and toilet facilities available on the first floor. There is a fully enclosed garden for outside play.

The childminder when working with an assistant is registered to care for a maximum of eight children at any one time. She is currently minding six children on a part time basis. Four of those children are within the early years age range. The childminder and her assistant, walk to local schools to take and collect children.

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

Overall the quality of the provision is satisfactory.

Children are happy and confident within the care of the childminder and her assistant. Children are contented, settled and happily absorbed within the activities on offer. They achieve well in most aspects of their learning and their welfare requirements are generally well maintained. Partnerships with parents is a particular strength of the childminder, she has strong relationships with all parents and ensures that they are fully informed of their child's day and achievements. As yet the systems for self-evaluation are inconsistent, which as a result prevents the childminder from reflecting fully on her documentation, nevertheless the childminder is committed to implementing suitable plans to improve areas of weakness.

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

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

- ensure children's assessment records are supported by anecdotal observations and these are used to systematically inform children's next steps in learning
- establish systems and documentation to identify the setting's strengths and priorities for development, whilst ensuring all documentation is up to date.

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

The childminder ensures that all major aspects are taken to safeguard children. Safeguarding regulations and duties are met and arrangements and risk

assessments for safeguarding are in line with requirements and systematically reviewed. The childminder has recently undertaken training in child protection and has contact numbers of local agencies readily available if needed. In addition, the childminder and her assistant have a current first aid certificate which means they are able to act in the best interests of the children in the event of an accident. Arrangements for interagency working are effective.

The childminder has suitable systems in place to promote diversity. She uses her knowledge well to inform her monthly planning and to ensure that all children are included and valued. The childminder takes suitable steps to maintain sustainability within her resources and children benefit from these satisfactorily overall. Toys are rotated by the childminder and generally cover the six areas of learning daily. The childminder reflects on her practices accordingly although evaluation procedures are not consistently adhered to. This means that the childminder is unable to fully identify all areas of weakness that need improvement such as observation records. Regardless of this, the childminder is aware of most areas for future development, such as the need to update and organise her documentation and consents. The childminder has clear plans and is able to demonstrate a clear vision for the future of her provision.

The childminder engages successfully with parents, she ensures that all parents receive verbal communication at the end of the day of the child's well-being. The parents sign to show that they have been involved and included in their child's achievements; they view photographs and assessments of their children, which as a result maintain continuity of care. As yet the childminder does not have any children in the early years who attend other settings, although she fully understands her role to link with other professionals and agencies and plans to do this when the need arises to promote outcomes for children.

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

Children and babies are secure in the setting and are beginning to display a strong sense of belonging. They are happy and settled and generally display confidence and self-esteem. Overall, children are making sound progress in their learning and development. They have formed positive relationships with the childminder and her assistant and most are developing skills working independently as well as alongside their peers. Children approach the childminder readily for support, comfort and to meet their physical needs, trusting her to provide what they want. Children enjoy the suitable range of toys and activities provided by this childminder. They move freely around the home inside and out, they confidently access toys and resources which are available and make their own decisions about what to do. Their individual requests are well supported as they request their favourite educational television program after snack. This is used well to promote the children's understanding of safety issues when they discuss the dangers of the river and to recall past events such as what happened when they visited the dentist.

Children learn how to use simple technology toys and are building well upon their

hand eye co-ordination as they use the cooker and tap the shapes into the slots of the hammer sorter, this promotes their numeracy skills and develops useful skills for their future lives. The childminder supports the children's play and imagination well, she asks suitable questions to develop the children thought processing. For example, within role play when the child picks up the phone to call 'Mummy' he asks her what she is doing and how her day is going. Children and the childminder communicate meaningfully to each other they talk about what they are doing, the plans for the day and sing action songs like 'ten little monkeys'. This positively promotes the children's communication, language and conversation skills.

The childminder clearly understands the children's individual capabilities and is generally confident in her knowledge of child development. However, the assessment system is not fully inclusive and is not effective in tracking children's individual progress towards the early learning goals in order to systematically identify their next steps in learning. .Despite this, children experience each of the six areas of learning regularly whilst in the childminders care both inside and outdoors.

Children generally progress well in learning about healthy living. They benefit from regular fresh air and exercise and are active learners. They are beginning to understand the basics of how to keep themselves healthy and confidently access tissues to wipe their noses. Children behave well overall due to the childminder's consistent praises and encouragement.

## 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	2

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

The quality of the provision in the Early Years Foundation Stage	3
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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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