

Inspection report for early years provision

Unique reference number	EY344298
Inspection date	29/06/2011
Inspector	Anne Faithfull

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 registered in 2006. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children in Lower Earley, Berkshire. The childminder makes use of local facilities such as parks and toddler groups. The childminder can take children to and collect them from local schools. The family has two pet cats.

The childminder uses the whole of the house for childminding. A fully enclosed rear garden is available for outside play. Her registration permits her to care for four children under eight years and of these two may be in the early years age range, at any one time, and she is currently minding two children who are within the Early Years Foundation Stage on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm, homely and caring environment where all children are valued and included. The childminder knows each child well and provides them with a range of activities, resources and outings to support their development and learning through play. Good relationships are in place with the parents and most information is obtained from them regarding their child's development. The childminder has completed a variety of courses and obtained a childcare qualification since her last inspection. Secure systems are also in place to monitor and evaluate her service. This demonstrates her commitment to continuous development and improvement to further enhance the outcomes for children in her care.

What steps need to be taken to improve provision further?

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

- invite parents to contribute to their child's assessment file and obtain information from them regarding their child's achievements already made at home or other settings.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well in the childminder's care. She has a good understanding of her role in safeguarding children and the procedures to follow if she has concerns about a child in her care. The childminder is vigilant when she is out with the children and ensures children are never left alone with unvetted persons. The childminder has effective procedures in place to ensure her home

and the areas used by the children are safe and secure. This includes a daily safety checklist and a range of risk assessments for the premises and outings, which are regularly reviewed and updated when required. Children can independently access the toys and resources they wish to use as they are stored at their height in the playroom. The childminder operates a free flow system between the inside and outside areas, enabling children to decide where they wish to play.

Children are helped to develop a positive attitude towards people's differences through a range of resources and the childminder's good example of how to respect and include everyone. The childminder is committed to providing an inclusive environment for all children and their families. She enables children to feel a sense of belonging as she welcomes them warmly into her home and treats them as individuals with equal concern.

The childminder has developed secure relationships with the parents. The parents' welcome book given to them is very informative and includes her policies and procedures as well as a frequently asked questions section. The childminder gathers some information from parents about what children can do, their likes and their dislikes when they first attend. However, currently she does not obtain information from parents regarding their child's progress and achievements already made so she can effectively plan their progression based on their individual capabilities. Parents make positive comments in their reference letters including, the welcoming, safe and caring environment offered and the range of stimulating toys and resources in place. The childminder has established links with other settings the children attend to share information regarding their development to provide continuity and consistency in their learning. The childminder continually reflects on her practice to help her identify areas for future development. She is committed to ongoing development and has attended a variety of courses provided by the local authority including gaining a National Vocational Qualification (NVQ) at level 3 in childcare.

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

Children are happy in this homely environment. The childminder's calm and caring manner helps children to feel settled, confident and very secure. Children make good progress as the childminder has a sound knowledge of how children develop and learn through play. The childminder provides children with a good balance of activities and experiences both inside and outside the home. The childminder continually talks to the children to help develop their early communication skills and asks questions while they are playing such as asking them to name the colour of the doll's hair and asking what they are drawing.

The childminder makes regular observations on children and records these in the child's individual learning journal. All observations are linked to each area of learning and the childminder effectively uses the observations she makes to help identify children's next steps in their learning. Parents can access their child's learning journal at anytime to see pictures of their children participating in

activities and comments recorded. Children express their views on the childminder and readily tell visitors to the home about what they enjoy doing such as playing with the dolls and cars. They also state how much they enjoy choosing the toys in the playroom.

Children are developing skills for the future as they access a range of electronic toys and the childminder talks to them about environmental issues such as recycling. Children readily participate in the themes in place such as 'Mini beasts' and thoroughly enjoyed looking for insects and taking pictures of them with a camera. Children have many opportunities to go out each day on a variety of outings in the local community for instance, visiting the local garden centre to look at fish who can live in sea water, which linked in with the current sea theme the childminder has in place.

Children are beginning to be aware of different cultures as they celebrate different festivals and events in their lives. Children are very happy and demonstrate a sense of belonging in the childminder's home. They are developing good relationships with the childminder and her family. The childminder acts as a good role model and children receive praise and recognition in their play, this assists them in developing their confidence and self-esteem. Regular visits to toddler groups and to meet up with other childminders enable children to meet and socialise with other children.

Children are beginning to be aware of how to keep themselves safe as they regularly participate in the fire evacuation drills so they are aware of the steps to take in an emergency and the childminder reminds them of road safety procedures when they are out. Children are learning about personal hygiene and are aware of the hygiene routines in place such as washing their hands before snacks and taking their shoes off when they come into the house. Children are able to make independent choices at snack time as they choose which fruit they would like and they can readily access a drink when they require. Children have many opportunities to develop their physical skills including visiting the nearby country park and using a range of outdoor equipment outside.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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