

Inspection report for early years provision

Unique reference number	EY422245
Inspection date	21/07/2011
Inspector	Susan May
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.

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Description of the childminding

The childminder registered in 2011. She lives with her partner and 20 month old daughter in Reading, Berkshire. All of the childminder's home is used for minding. There is a fully enclosed communal garden for supervised outdoor play. The family has three pet cats.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time; of these, no more than two may be within the early years age group at any one time. The childminder is able to take and collect children from the local primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The welcoming environment supports children in their learning and promotes their welfare and development positively. Children make good progress toward the early learning goals as most activities promote their learning. Each child is valued as an individual, with clear policies and procedures in place to promote inclusion. The childminder informs parents verbally and through written records of their children's progress. She understands the importance of forming links with others involved in the children's care and learning. Risks to children are significantly minimized as the childminder employs effective procedures to identify and address hazards. The childminder reflects on her practice and identifies areas for development, demonstrating a commitment to enhancing the children's care and learning as she looks for ways to improve her practices.

What steps need to be taken to improve provision further?

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

- develop further the systems to identify children's 'next steps' along side activities that promote their learning

The effectiveness of leadership and management of the early years provision

The childminder is enthusiastic about her role as a childminder and offers a safe and secure environment where children clearly enjoy the time they spend with her. Children's individual needs are recognized and respected in the fully inclusive environment the childminder offers. Good organisational skills and a range of relevant policies and procedures relating to all aspects of children's welfare are in place and are shared with parents. The childminder is vigilant and has a clear

understanding of her role in safeguarding children and she fully understands the procedures to follow should she have any concerns about the welfare of a child in her care. To keep her home safe and minimise hazards when off the premises the childminder completes daily checks and follows a comprehensive range of written risk assessments. These are reviewed and updated regularly. The childminder understands that children learn through play and encourages children to initiate their own learning and choose what they want to play with. Children have easy access to a broad range of activities, toys and resources that provide a good variety of age appropriate experiences that promotes their learning.

The childminder has formed strong relationships with parents. Parents receive full and complete information about the childminder and her practices. This ensures expectations of the children's care and learning is clear from the beginning. All children's documentation is in place and this includes all the relevant parental consents. The childminder stores children's records appropriately and confidentiality is observed at all times. Parents receive regular information about their children's progress through daily chats at 'handover', a daily diary and parents can access their child's individual learning record at any time. The childminder seeks the views and ideas of the parents with the completion of questionnaires on a regular basis. Parents comment that they feel well informed about their children's progress, that children receive a wide variety of activities and are very happy in her care.

The childminder demonstrates she understands the importance of forming links with others involved in the children's care to support their welfare and learning. The childminder is well motivated and is committed to improving her knowledge and practice. She receives regular information on child care training courses with the local authority and is seeking to increase her knowledge through undertaking a recognized childcare qualification. The childminder self assesses the care and learning experiences she offers, and has identified some areas for future development, demonstrating a commitment to making improvements that will benefit the children in her care.

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

Children progress well in the stimulating and caring environment the childminder provides. They move around the safe, clean environment with space to play comfortably and safely. They select playthings from a range of well-maintained resources and enjoying a variety of activities. Children generally settle quickly into the childminder's home. They appear happy, play together well and clearly feel safe and secure in her care.

The children are becoming competent independent learners, who develop good self-esteem as they benefit from the individual time and attention they receive from the childminder. A good knowledge of each child's developmental stage contributes to the children's continued learning and achievements. The childminder ensures all children participate in events and activities, supporting them and

managing their differing needs well. This provides children with opportunities to reinforce existing skills and have challenges to help move their learning forward appropriate for their age and stage of development. Activities are fun and based on children's interests. Panning is flexible and offers a balance of adult and child led activities and experiences. The childminder is on hand to support children at all times while allowing them time and space to follow their own play. Parents are included in the child's learning as the childminder encourages them to share information and events from home. Children have the own learning folder in which the childminder records observations she makes of their progress. However, she does not currently identify the aims of children's 'next steps' alongside the activities that support their learning.

The childminder promotes children's independence well as she encourages them to make choices. For example, young children are asked what fruit they would like for a snack. Children begin to find out about themselves and their needs by singing songs and rhymes that identify body parts. They follow a healthy lifestyle as they are encouraged to have regular drinks when they are active and follow good hygiene routines such as hand washing. Children are involved in growing herbs, tomatoes and sunflowers, helping them find out about growth as they care for the plants and begin to recognize where food comes from. Regular trips to the nearby local parks provide ample opportunities for fresh air and exercise as they explore a range of equipment and play surfaces to develop their sense of adventure and physical skills. Lunch time is a social occasion as the children sit at the table with the childminder who supports them as they handle cutlery to feed themselves. All dietary requirements are discussed with parents and parents may provide the own food if they wish.

The childminder is calm and uses praise frequently to help children develop their confidence and self-esteem, encouraging them to behave well as they are eager to please. Children begin to show care and concern for each other as they show excitement when a child arrives and pass each other toys as they play. Children have access to books on a regular basis, visit the local libraries for story times and show respect for books as they carefully turn the pages of the books they are looking at. Walks in the local area help children find out about the local community and visits to local children's groups provide opportunities for children to socialize and develop relationships with other children. Such outings also allow the children to become aware of the diversity of people in their community and the childminder encourages them to see such differences in a positive way.

Children have access to musical instruments to explore sound and have regular opportunities to sing and join in eagerly with action songs. They are therefore developing good communication and language skills, and learning to participate in group activities. Children invite the childminder into their play and she responds appropriately demonstrating her skill at extending young children's language and communication skills as she uses facial expressions, gesture and sounds to illustrate and reinforce words. Children have access to everyday technology through age-appropriate electronic toys and use construction toys and puzzles to problem solve. They identify colours and shapes, for example; as they put different coloured shapes into a shape sorter. A variety of children's posters displayed around the home promote number and word recognition and children have access

to mark making materials such as pencils and crayons. The childminder ensures that children begin to learn to keep themselves safe as she helps them begin to recognize potential hazards, offering simple explanations to help them understand the possible consequences of their actions.

Overall, the children are cared for by a kind and caring childminder who uses play activities to develop and extend learning so that each child is supported to reach their full learning potential.

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:	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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