

Inspection report for early years provision

Unique reference number	EY424012
Inspection date	02/08/2011
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 2011. She currently works as a co-childminder from another childminders house in Earley, Berkshire. The ground and first floors of the home are used for childminding and there is a fully enclosed garden for outdoor play. The childminder makes use of local facilities such as parks and toddler groups. The co-childminder has two pet rats and a dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder may care for no more than three children under eight years; of these, not more than two may be in the early years age group, and of these, not more than one may be under one year at any one time. When working together with a co-childminder, they may care for a maximum of eight children under eight years; of these, not more than four may be in the early years age group, and of these, not more than two may be under one year at any one time. There are currently five children attending within the early years age range, who attend on a full and part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, relaxed and comfortable in the childminder's and co-childminder's care. The childminder recognises the uniqueness of each child and provides them with a range of activities and experiences, which helps them to make sound progress in their early learning and development. Most welfare requirements are being met, although there are weaknesses with some aspects of documentation. The childminder uses daily reflective practice and can identify areas for her future development, but she does not currently self-evaluate the service with her co-childminder.

What steps need to be taken to improve provision further?

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

- obtain emergency contact numbers from all parents of the children who attend (Safeguarding and promoting children's welfare) 05/08/2011
- keep a daily record of the times of attendance of the children looked after on the premises (Documentation) (also applies to both parts of the Childcare Register) 03/08/2011

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

- develop the self-evaluation system to include the views of the co-childminder, to help monitor the effectiveness of the service and identify areas for improvement.

The effectiveness of leadership and management of the early years provision

The childminder is aware of her role to protect children in her care. She has a secure knowledge and understanding of local safeguarding procedures and the signs and systems of child abuse. The childminder and her co-childminder undertake a daily safety check to minimise the risks to children in their care, and they have a range of risk assessments in place that are reviewed and updated on a regular basis. The childminder is sufficiently organised, with most pieces of documentation in place to help support children's welfare. However, although the names of the children attending each day are recorded the childminder does not include their times of attendance. Also, some parent's emergency contact details are not obtained or recorded. These are both specific welfare requirements.

The childminder and co-childminder organise the day between them to meet the needs and routines of all of the children. For example, one of them takes children to their swimming lesson and the other childminder stays with the children in the home. Older children can access a variety of toys and resources either from the conservatory or playroom, and the childminder ensures younger children's toys are displayed within reach so they can begin to make independent choices. The childminder promotes equality and diversity well. She enables children to feel a sense of belonging as she welcomes them warmly into her co-childminder's home and treats them as individuals with equal concern. All children are included at the setting, and they are encouraged to develop an awareness of differences and the lives of others through activities and outings.

The childminder establishes good relationships with parents. Effective communication between them ensures children's needs are met. Parents are made aware of their child's day and progress through the electronic diary and verbal discussions. Parents make many positive comments in their e-mails, such as how happy they are with the care their child receives and the range of activities provided both inside and outside. The childminder is aware to liaise with other settings the children attend to ensure continuity in each child's learning and development, although currently no children attend any other setting. The childminder has started to use daily reflections and parental questionnaires to begin to evaluate the service she provides. However, this is in the early stages and does not include the views and ideas of her co-childminder, so they can both have the opportunity to highlight areas for future development to develop the service they both provide.

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

The childminder's caring manner helps children to feel settled, confident and secure. Children are making appropriate progress in their individual learning and development because the childminder and co-childminder plan activities and experiences together, and adapt them to meet the needs and stages of development of all the children attending. The childminder undertakes regular observations of the children to track their progress through the early learning goals, and she uses the observations to help identify the areas of learning covered and their next steps. This information is recorded in an electronic file so parents can access them whenever they require, helping them keep up to date with their child's progress.

Children are beginning to develop their early understanding of numbers through everyday routines; for example, they count the number of cars and dogs they see on their walks. The childminder supports children's early communication skills as she asks questions, such as asking the children 'what is that?' and 'what are you doing?' Children readily explore different textures and develop their senses as they play with jelly and feel different textures in the treasure basket. Children chuckle with delight when the childminder tickles them with a shaving brush around their head and neck.

Children have developed good relationships with the childminder and enthusiastically approach her for a cuddle and hug. Items of their work are displayed such as the large foot painting, giving children a sense of belonging. The childminder acknowledges children's achievements in a variety of ways, for example clapping and making facial expressions. This helps younger children to realise how pleased she is with them. Children are beginning to develop skills for the future and be aware of environmental issues as they help to pick up litter and put it in the bin, and play with a range of electronic toys and resources. Children are beginning to be aware of other cultures; they celebrate a range of festivals with the childminder, such as Ramadan.

The childminder continually reminds and encourages children to be aware of safety issues and their own safety. For example, she reminds them not to put the wooden pegs from the treasure basket in their mouths. They regularly practise the emergency evacuation procedure with the childminder and her co-childminder to ensure they are aware of the steps to take in an emergency.

Children are beginning to be aware of healthy eating as the childminder provides them with healthy snacks and meals. Children are also encouraged to try new foods such as fish, olives and peppers. They readily enjoy squashing and tasting their banana at snack time, and the childminder helps them to develop a good relationship with food. Children go out in the fresh air each day, on outings or to play in the garden. Visits to local parks and walking the co-childminder's dog around a nearby lake help children to develop their physical skills as they begin to be aware of the local community.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of safeguarding	2
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
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Records to be kept) 03/08/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Records to be kept) 03/08/2011