

Inspection report for early years provision

Unique reference number	148377
Inspection date	12/10/2011
Inspector	Sheena Bankier
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 has been registered since 1993. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for five children under eight at any one time. There are currently three children on roll in the early years age group who all attend on a part-time basis.

The childminder lives with her husband and three school-aged children in Lower Earley, Reading, Berkshire. The downstairs is mainly used for childminding with access to the first floor for sleeping purposes. There is an enclosed garden for outdoor play. The home is accessible at street level.

Local facilities are within walking distance, such as, parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy a warm caring environment and form good relationships with the childminder and other children. The childminder underpins children's learning well through play and daily routines, which overall, supports children's progress. Safety is generally good, although the childminder is not meeting the requirements for risk assessments and her that potentially impact on children's wellbeing and safety. The childminder takes some suitable steps towards maintaining continuous improvement. Effective partnerships are in place with parents and other settings.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident. (Documentation)
- 31/10/2011

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

- develop children's further understanding of how good hygiene promotes good health.
- review how food is prepared and offered to children to safeguard and promote the welfare of children while eating.
- develop understanding of responsibilities under food hygiene legislation,

including registration with the relevant Local Authority Environmental Health Department.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a sound understanding of safeguarding responsibilities. She knows how to access local safeguarding procedures and keeps up to date with these. As a result, she securely understands the steps to take in the event of concerns arising about children's welfare. The childminder carries out daily safety checks, and demonstrates a good understanding of potential dangers to children in and outside of the home. The risk assessment does not include the required detail or cover all potential hazards, which is a breach of requirements. Suitable hygiene routines are in place for the children, however, the childminder is not aware of her responsibilities under food hygiene legislation, and has not registered with the local authority environmental health department. Children regularly practise safety procedures, such as, crossing the road safely and the evacuation procedure. This promotes children's secure awareness of safety.

The childminder appropriately organises her service. She soundly maintains most required records, for example, she keeps accurate records of children's attendance. The childminder works closely with parents to gain their views and opinions, and takes into account children's interests and ideas. This enables parents and children to contribute positively to the childminder's self-evaluation process, and supports the childminder in driving suitable improvements. Parents receive good information about the childminder's service and their children's time with her. The childminder provides daily exchanges of information and provides written daily diaries to parents who want this service. She emails information and photographs to parents to keep them well informed. The childminder gains good information from parents using an 'all about me' form. As a result, she develops an effective understanding of children's individual needs which enables her to meet these needs successfully.

The childminder promotes a positive, inclusive environment. She encourages children to exchange information about their experiences and backgrounds, for example, the food they eat and traditions of culture and religion. This encourages children to value others and widens their understanding of people different to themselves. Resources are organised well. Children are able to clearly view the available resources and shelving enables children to make independent choices. The childminder makes good use of local facilities, such as, the library, parks, and toddler groups. This actively supports children's learning and development. Good communication with other settings supports continuity and consistency in meeting children's care and learning needs.

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

Children are confident in the childminder's care and environment, and are secure and at ease. Children demonstrate they are developing a good understanding of safety, for example, the older children know that small toys can pose a danger to younger children. Children make a positive contribution, such as, tidying up the toys. The childminder provides clear guidance and boundaries to support good behaviour. Children increase their positive self-esteem and confidence through warm praise and encouragement from the childminder. The childminder treats children with equal concern and respect. This values the children as individuals. Children regularly meet others in the local community, such as, through outings to toddler groups. This enables children to develop their social skills with a wider group of adults and children.

The childminder provides suitable food and snacks to the children that include portions of fruit. The childminder promotes children eating their fruit before they eat any treats, such as, biscuits. Children enjoy social meal times sitting around the table with the childminder. This additionally supports children's safety at meal times. At times, the childminder does not always ensure that fruit is cut to an appropriate size to promote children's safety while eating. Children demonstrate they understand hygiene routines well, for example, they know they need to wash their hands after using the toilet. However, children do not demonstrate an understanding of why this is important. The childminder gently supports children's effective use of good manners, such as, saying 'please' and 'thank you,' and finishing their mouthful of food before talking. The childminder encourages children's suitable independence, such as, babies learning to feed themselves with a spoon and older children learning to clean their hands and faces after meal times.

Children benefit from good interaction from the childminder. This actively promotes children's learning and development. The childminder uses good questions to support children's thinking skills and promotes their learning through effective daily routines and activities. For example, children identify and match colours when using cups, bowls and plates. Children count routinely and the childminder encourages children to consider different sizes and weights, such as, during outings to the shops. Children are involved in their learning and demonstrate that they are active and motivated learners, confidently joining in conversations and discussions. Children access modern technology toys and develop good skills for the future through their ongoing learning. The childminder maintains effective records of children's progress. These clearly identify children's next steps in learning to support children's on-going progress.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	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	3
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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	3
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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