

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY277084
<b>Inspection date</b>	13/10/2011
<b>Inspector</b>	Susan May
<b>Type of setting</b>	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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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 was registered in 2003. She lives with her husband and three children aged four, seven and 10 years, in Lower Earley, Reading. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has three cats.

The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register and may care for a maximum of four children under eight years at any one time. The childminder frequently works with a co-childminder and when working together they may care for a maximum of nine children under eight years. The childminder is currently minding six children in the early years age group. The childminder is registered to provide overnight care for one child under eight. The childminder also cares for older children.

The childminder is prepared to take and collect children from local schools.

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

Overall the quality of the provision is good.

Children's welfare is promoted as the childminder organises the childminding day following clear policies and procedures to keep children safe and secure at all times. A strength of the provision is the exceptional range of resources and equipment available to the children in the stimulating environment the childminder provides. Children clearly enjoy their time with the childminder and achieve well, making good progress in their learning, with most observation, assessment and planning providing a clear picture of their future development. Each child is valued as unique, their individual needs met as the childminder builds excellent links with parents. Good links are forged with others involved in the children's care. The childminder is an experienced childminder who demonstrates a strong capacity to continuing to improve as she reflects positively on her practice in order to move children's learning forward.

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

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

- develop planning and observation systems matching them to the expectations of the early learning goals

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

Children play in an environment that is attractively set out and contains an excellent range of easily accessible toys and resources that help them make good progress in their learning. She gives high priority to keeping children safe and has clear procedures in place should she have any concerns about a child in her care. Children are supervised at all times to protect their safety and welfare and effective risk assessments identify and minimize any possible hazards both on and off premises. Parents have access to all policies and procedures and discuss them with the childminder to ensure they have clear expectations of her practices. All documentation relating to the children is in place and well-maintained; this includes appropriate parental consents and clear accident and medication procedures. The childminder observes confidentiality and all children's details are stored securely.

The childminder supports inclusive practice as each child's needs, family circumstance and background is valued and acknowledged. This is reinforced through the excellent relationships the childminder builds with parents. Ongoing daily verbal discussions, an online diary and newsletters help the childminder and parents share information about the children, activities and events in the childminding day. Further information is displayed around the home, for example, a weekly menu. Parents give positive feedback about the childminders care, stating how impressed they are with the high quality care children receive and the supportive, positive learning activities their children experience. The childminder demonstrates a clear understanding of sharing information with others involved in the children's care to provide continuity and a unified approach to their learning. The childminder clearly enjoys her role as a child care practitioner and demonstrates a strong commitment to improving her practice. She reflects on her practices, has identified areas for development and put in place an action plan to address them. For example, discussing good practice with other childminders and accessing further training from the local authority.

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

Children are happy and relaxed in the child friendly environment and clearly have very good relationships with the childminder. Children make good progress in their learning as the experienced childminder has a good understanding of children's development. She shares information with the parents and frequently requests information from home to help her identify children's achievements. Parents have secure access to their children's online record of development at all times and have the opportunity to make comments and suggestions whenever they wish. However, while the childminder completes regular observations that identify progress these are not matched effectively to the early learning goals to fully inform future planning. Robust links are built with other early years provision the children attend to provide continuity in their welfare and learning, for example,

with local schools to children attend.

Independence is promoted as children choose what they wish to play with from the resources available or choose from the 'toy book' if they would like the childminder to provide something different. The variety of resources extended further as the childminder has a sharing system with another childminder in the area. The childminder successfully supports children's mathematical learning and vocabulary as she talks to them about size, shape, direction and colour linked to their chosen activity. For example, as they move backwards and forwards on the ride on toys and identify the colour of their cars. Children's posters around the playroom provide them with opportunities to count, recognise numbers, shapes and the written word. The childminder asks open-ended questions to promote children's understanding of simple conversation and encourages very young children to recognize that sounds have meaning as she chats and waits for appropriate responses. She supports children as they play but does not intervene unnecessarily, recognising that children need to initiate their own learning as they explore for themselves. Children are confident with the childminder and her family and demonstrate an increasing awareness of each other as they play well together. Children have access to mark making facilities and may choose from a wide range of books to enjoy stories, looking at books alone or with the childminder.

Children enjoy a wide range of physical equipment and begin to develop an understanding of the contribution to a healthy lifestyle as they play in the garden and visit him the local park for fresh air and exercise. Children begin to find out about the natural world through their play as they talk about the birds, flowers and watering the plants with the small world garden indoors. Frequent trips and outings provide them with opportunities to explore a variety of outdoor environments. Children use tools such as crayons, puzzles and construction to develop control and coordination, and develop future skills as they access simple electronic and interactive toys. For example, pressing buttons to play music that they merrily dance along to. The childminder provides most children's meals taking into account religious and dietary requirements, or if they wish parents may provide their own. The childminder has a very clear understanding of storing food correctly to ensure it remains fresh. Children sit together to eat ensuring mealtimes are social occasions enjoyed by all and promote good future eating habits. Hygiene standards are good as the childminder provides even very young children with opportunities to independently wash their hands.

Children's backgrounds and family circumstances are valued, for example, events and festivals important to the children are celebrated to help children feel valued and a sense of belonging. Parents often provide support on such occasions. Positive images are supported as the childminder encourages all children to participate in activities. Children find out about the wider world through resources and discussion, while walks to parks, local groups and outings in the area help extend their sense of community. The childminder knows the children's needs well, she respects parents wishes and provides quiet time and sleep when required. A particular strength of the provision is the strong moral and social skills the childminder promotes. Children behave extremely well and demonstrate an increasing sense of keeping themselves and others safe through their behaviour. For example, as they take turns on the trampoline in the garden. The frequently

offered praise for their positive behaviour helps build children's self esteem as they feel valued and a sense of belonging.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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](http://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
--------------------------------------------------------------------------------------------------	-----