

Inspection report for early years provision

Unique reference number	EY152389
Inspection date	18/10/2011
Inspector	Lynne Lewington
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 was registered in 2002. She lives with her husband and two children in Lower Earley, Reading in Berkshire. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children at any one time; of these, three may be in the early years age group. There are four early years children currently on role. The childminder walks to local schools and nurseries to take and collect children. She takes children to the local toddler group, library and nearby parks.

The childminder holds a Nursery Nurse Examination Board (NNEB) qualification and supports children with learning difficulties.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision is good. Children benefit from the homely caring environment provided by the childminder where good care is taken to understand their individual needs. Generally children have varied and interesting play experiences. The childminder establishes good working relationships with both parents and others involved in children's care ensuring positive outcomes for every child. She is keen and enthusiastic to continuously develop her knowledge and skills and attends many workshops and training opportunities. Self-evaluation is ongoing and accurately identifies strengths and weaknesses although is not yet sufficiently rigorous or targeted to always make the most impact.

What steps need to be taken to improve provision further?

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

- undertake more rigorous monitoring and searching analysis of what the setting does well and what it needs to improve
- develop more opportunities for the youngest children to enjoy sensory experiences in their indoor activities.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust. The childminder demonstrates a clear and confident knowledge of the signs and symptoms of abuse and the

action she would take if she was concerned about a child in her care. A clear policy and procedure is made available to parents ensuring they are aware of her role in reporting concerns. Good care is taken to ensure the children are supervised closely by the childminder at all times and they are also encouraged to become safety conscious. A simple but comprehensive risk assessment is in place identifying potential risks and the management of them. The childminder reviews and makes alterations as required as children develop in their abilities. The premises are spotlessly clean and well maintained providing an attractive homely play environment where they move freely between the lounge and conservatory. The furniture is arranged enabling them to have plenty of floor space and also table top play. The secure and well maintained rear garden also provides an attractive outdoor area for activities.

Parents comment highly of the service offered. They praise the childminder for the warm nurturing environment she provides, the warm welcome she offers to the children and the good quality information she shares with them. Parents also praise the settling-in routines which enable both the children to settle well and the parents to feel confident in the care offered. They also recognise the developmental opportunities she offers and the progress the children make. Partnerships with local preschools and schools are well established enabling regular communication between all who are involved with the children. This leads to continuity in the children's care and learning and also supports parents in seeking additional specialist advice if any developmental concerns arise. Good use is made of the local resources for young children including parks, farms and children centre activities. Equality and diversity threads throughout the childminders service. She has a comprehensive knowledge of the individual needs of each child due to her good communication with parents and her regular observations of the children. This enables her to adapt and meet their various needs well. She is learning to use sign language in addition to verbal communication ensuring all the children have opportunities to communicate. Many outings in the local community enable children to meet many people and learn to accept and respect their differences. They also use the library regularly providing the opportunity to see positive images of our diverse society.

The childminder has developed her knowledge of many aspects of her service through undertaking training opportunities provided by the local authority. She clearly recognises the importance of continuous professional development and implements her increasing knowledge and awareness in her role with the young children. Whilst her written self-evaluation is limited she is able to clearly identify aspects she plans to improve and why. For example, she plans to improve the children's opportunities for self-selection and planning through making them a catalogue of the toys and activities they can use. More rigorous reflection of all aspects of the service will lead to more thorough self-evaluation and targeted improvements.

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

Children appear confident to explore the environment indicating they feel safe and secure with the childminder. They demonstrate increasing awareness of safe behaviours as the childminder gently reminds them not to run indoors or climb on the furniture. Regular fire drills ensure the premises can be evacuated swiftly in an emergency and children learn safe behaviours on outings. The spread of infection is minimised through good hygiene routines. For example, each child has their own hand towel on their own peg next to the sink. A broad variety of healthy nutritious food is offered to the children. This includes meat, fish, vegetables, pasta, fruit and dairy products. Drinks of water are always available and also offered at snack and mealtimes ensuring children do not become dehydrated. Garden play and outings in the fresh air to the park provide good opportunities to develop physical skills on the play equipment and also encourage a sense of well being.

Observations of the children at play indicate they undertake a broad range of activities enabling them to develop their skills well. The observations link to next steps in learning and consequently show the progress children are making. They undertake many activities in the local community providing good opportunities to become social, confident individuals as they meet with other children and adults at various activities. The childminder recognises their individuality and ensures their daily routines are respected. For example, a young child needs a short nap at the start of the morning and so this is slotted into the plans for the day. This enables the child to feel comfortable and happy to enjoy the activities which follow.

Children skilfully use crayons and paint markers to create colourful pictures developing both their creative abilities and fine hand and eye coordination. They access age appropriate books easily and enjoy listening to a story sitting cuddled up to the childminder. They also go on outings to the local library where they choose books. Books inspire the imagination and increase early awareness of the written word. The childminder asks the children open questions encouraging speech development, she listens attentively and models language ensuring children can see her when she speaks to them. Children demonstrate increasing skill as they move and position puzzle pieces, use construction toys and line up small cars. These simple activities increase awareness of size, shape, similarities and position. Children also count as they play developing an awareness quantity. Knowledge and understanding of the world increases as they make use of the outdoors including the local activities for young children. This enables them to meet many people and learn to respect and accept people's differences. They talk about and experience the weather, collect leaves and develop their awareness of the natural world on their many outings. Whilst the children do experience many activities and have opportunities to make choices in their play the youngest children do not always have access to activities which will encourage sensory awareness.

The childminder encourages the children to think about their behaviour and builds self-esteem through meaningful praise and encouragement. Behaviour is very good and children are beginning to show a good awareness of responsibility within the setting as they help to pack away the toys and resources. The childminder is

enthusiastic but calm in her interactions with the children leading to the setting having a calm and happy atmosphere.

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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