

Inspection report for early years provision

Unique reference number	EY246847
Inspection date	23/02/2009
Inspector	Susan Victoria May
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2002. She lives with her husband and two children aged two and seven years in Tilehurst near Reading, Berkshire. All areas of the childminder's home are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding three children on a part-time basis in this age group. She also offers overnight care and care to children aged five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder attends local carer and toddler groups and is prepared to take and collect children from local schools and pre-schools.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder effectively promotes children's care and development as they confidently move around and play with a wide range of resources in her warm and welcoming home. The childminder recognises that each child is unique and offers support to help them make good progress towards the early learning goals. An observation and assessment system clearly determines children's next steps in learning. Routines allow children to rest, play and learn as they participate in enjoyable activities that promotes their learning in all areas. Children are kept safe through the childminder's good practices. Clear policies and procedures promote an inclusive environment. The childminder has begun to self-evaluate her provision, looking at areas where the already good practices can be improved to enhance children's knowledge and understanding.

What steps need to be taken to improve provision further?

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

- continue to develop further the links for identifying and sharing children's next steps in learning with parents

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

- put in place a record of the risk assessments for specific outings clearly stating when it was carried out, by whom and date of review (Safeguarding and promoting children's welfare)(also applies to the compulsory part of the Childcare Register)

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The leadership and management of the early years provision

The childminder organises her home and the childminding day well. For example, children become independent as they make choices from a wide range of resources and activities in the home and experience new events as they regularly go on outings. This provides children with good opportunities to play and learn in a variety of environments. Children's health and well-being is protected through the written policies and procedures for the setting; these include medication, accident and incident reporting and complaints. The childminder carries out written risk assessments on her premises and has a general policy in place for outings; however, no formal method of identifying risks to children for each specific outing is in place. Parents have access to all of the childminders policies and procedures. Children are kept safe as the childminder ensures all people who have regular contact with the children are suitable to do so and supervises children closely at all times. To further protect children the childminder has a clear understanding of the procedures to be followed should she ever have a concern about the welfare of a child in her care.

Children are confident and secure in the childminder's home and parents clearly demonstrate that their children enjoy attending. Children's starting points, likes and dislikes and any particular needs are discussed with parents initially. However, this is not an ongoing process, as although information about children's care is exchanged verbally on a daily basis, the childminders observations and assessment of the children's development is not regularly seen by parents to enable them to effectively share their next steps in learning. The childminder supports the provision of an inclusive environment, recognises that each child is unique, develops at their own pace and need individual attention. The childminder promotes children's self-esteem well, this helps children to feel a sense of belonging and consequently children are extremely happy and settled.

The quality and standards of the early years provision

To promote children's health and well-being the childminder follows clear procedures. Opportunities for children to be active are included in the childminders flexible planning for both indoors and outdoors. For example, children routinely visit the library for song and story sessions, dance to music in the childminders home and regularly visit the local park to explore and use the equipment. A sick child policy is in place, of which parents are informed, to help protect children's health, this ensures that children who are sick do not attend when they are infectious. The childminder provides a good role model as she follows effective hygiene procedures to prevent cross-infection, such as cleaning food preparation surfaces with an anti-bacterial spray and reminding children to wash their hands regularly. Meals and snacks the childminder offers are healthy and nutritious and take into account children's dietary requirements and parental preferences. The childminder helps children begin to recognise their bodily needs as she ensures children have access to drinks. The childminder has a clear understanding of the requirements for accurately recording accidents and the administration of medication, she observes confidentiality at all times. Registers are in place that

accurately detail children's attendance times.

Children are kept safe in the home and on outings as the childminder continually completes visual risk assessments. A fire evacuation plan has been identified. An extensive range of toys and equipment are accessible that are appropriate to children's ages, these are regularly checked to ensure cleanliness and safety. Children begin to learn about personal safety in everyday situations as for example, children move around playing enthusiastically, they are reminded not to bump into each other and be careful not to hurt each other with the toys they hold. Children behave well and good behaviour is encouraged through the childminder's positive attitude. Children show pleasure at the arrival of other children, demonstrate affection and an increasing understanding of social skills as they share toys and show respect for each other and the equipment. The childminder praises children frequently and offers encouragement and support to help move their learning forward. For example, as they paint, she encourages them to experiment with mixing colours, the children are interested in what will happen and eagerly identify the 'new' colours as they appear and what colours they mixed together to make them. This helps children begin to develop curiosity, working from a starting point within their own understanding and capabilities. Children choose what they wish to play with from a selection of toys that provide a broad range of learning experiences. They share books with the childminder, sing and use musical instruments, colour match bowls and cutlery, explore malleable materials, complete puzzles and have access to a selection of simple electronic toys. Children begin to understand about community as they walk around the local areas, chat to the postman and the local policeman and recognise the wider world as they recall experiences such as being on holiday. Children's efforts and achievements are valued, this is demonstrated by the children's 'work' displayed around the home.

Children are happy and well settled in the care of the childminder. She clearly enjoys their company and is committed to improving the learning opportunities they have during their time with her. Children often invite the childminder into their play and she takes every opportunity to extend their learning, building on their interests through child initiated and adult supported play. The childminder demonstrates a good understanding of the six areas of learning and is committed to continuing to improving her provision through training, self-evaluation and assessment.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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 (Safeguarding and promoting children's welfare)

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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:

- put in place a record of the risk assessments for specific outings clearly stating when it was carried out, by whom and date of review (Safeguarding and promoting children's welfare)(also applies to the compulsory part of the Childcare Register)

09/03/2009