

Inspection report for early years provision

Unique reference number	EY362650
Inspection date	02/11/2011
Inspector	Anne Faithfull

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 registered in 2007. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives in Caversham, Berkshire. The childminder makes use of local facilities such as, parks and toddler groups. The childminder can take children to and collect them from local schools.

The childminder uses the whole of the house for childminding with provision for children to sleep on the first floor bedroom. A fully enclosed rear garden is available for outside play. Her registration permits her to care for six children under eight years and of these three may be in the early years age range, at any one time. She is currently minding three children who are within the early years age range on a full and part time basis. The childminder is also registered to provide overnight care for one child.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a calm and caring environment where all children are settled, happy and confident. The childminder recognises the uniqueness of each child and provides an inclusive service where each child is valued and included. Children are making good progress in their early learning and development as the childminder provides a range of interesting, fun and stimulating activities and experiences. Overall, children's health and safety is promoted well and children are aware of most of the hygiene routines in place. The childminder is committed to continuous development and she has a range of effective systems in place to continually evaluate her service to highlight areas for improvement to further enhance the outcomes for children in her care.

What steps need to be taken to improve provision further?

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

- promote good hygiene procedures with the children at all times.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well in the childminder's care. She is vigilant and has a good understanding of her role in safeguarding children and the procedures to follow if she has concerns about a child in her care. Good systems are in place to further safeguard children for example, children are never left alone with unvetted persons and visitor's identification; name and time spent in her house are

recorded. The childminder promotes that children play in a safe environment as she has a range of procedures in place, these include, a range of written risk assessments and the completion of a daily safety check helps that any hazards are identified and minimised.

Children are able to move freely around the areas used for childminding as the childminder ensures there is free floor space. Children can access a variety of good quality age appropriate toys and resources which are freely available to them so they can make independent choices in the playroom and other areas of the home. The childminder ensures all toys and resources are suitable and safe for the young children who attend and help to motivate their early learning and development. The childminder promotes equality and diversity well. She enables children to feel a sense of belonging as she welcomes them warmly into her home and treats them as individuals with equal concern. All children are included and are encouraged to begin to be aware of the lives and cultures of others, through discussions, a range of dressing up clothes and resources from different countries.

The childminder has developed good relationships with all the parents. They have the opportunity to look at and read all her policies and procedures in place before their child starts. The daily activity sheets and daily verbal discussions inform parents how their child has spent their day and also give them the opportunity to share information with her regarding their child. Parents make many positive comments in their reference letters and questionnaires. These include the loving and safe environment provided, the range of activities and learning experiences provided and how much their children enjoy coming. All parents stated they would have no hesitation in recommending her to others. The childminder is aware to liaise with other settings the children attend to ensure continuity of care and learning although currently no children attend any other settings.

The childminder has a number of systems in place to evaluate her practice; these include daily reflective practice and parents are requested to complete questionnaires on her childminding service. The childminder is committed to on going training and development. She updates her knowledge in a variety of ways such as, attending training, the internet and reading childcare magazines.

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

Children are relaxed, happy and comfortable in the childminder's home. The childminder's calm and caring manner helps children to feel settled, confident and secure. The childminder provides children with a range of activities and experiences, which are interesting, fun and help to promote their early learning and development through play. Each child has their own profile folder where the childminder records the observations she makes and the areas of learning the children have covered. The childminder effectively uses the observations made to help her identify and to plan a range of activities to promote the children's next step in their early learning and development. The folder is shared with parents to

help keep them informed of the progress their child has made and their contributions are also included.

Children are supported well by the childminder in their play and learning. For example, the childminder sits with the children on the floor and enthusiastically joins in the activities such as, helping them to choose the books they wish to look at. She uses these opportunities to help young children develop their communication skills by asking appropriate questions such as 'what is that' and children readily name and make the noises of the animals they see in the book such as, the dog and goat. Children thoroughly enjoy the cooking sessions where they help the childminder to make cakes. They readily put the ingredients into the bowl and enthusiastically take turns to mix the ingredients together and to put the mixture in to the cake cases. The childminder again extends their interest by asking them to help her count the cake cases and how many cakes they have. Children watch as the childminder takes the cakes out of the oven once they are cooked giving them a sense of achievement as well as the enjoyment of tasting and eating the cakes they have made. Children have many opportunities to be creative for instance, painting with rollers and using a range of craft materials such as feathers. Each child has their own scrap books where items of their craft work are displayed and they can look at pictures of themselves participating in a range of activities.

Children are beginning to be aware of environmental issues and are developing skills for the future as they use a range of electronic toys and they help the childminder to re-cycle items they have used. Children readily go on outings with the childminder to local toddler groups, the local shops and children's centres. These outings and visits enable the children to begin to be aware of their local community and to mix and socialise with others. Young children are beginning to understand they must share the toys and resources with each other and the childminder gently reminds them to use their kind hands when they are playing. The childminder is very patient and calm and praise and encouragement is continually given to help the children to begin to develop their confidence and self-esteem. All children are developing good relationships with each other and they readily greet a child who has just woken up from a sleep. Older children who attend after school enjoy playing and helping the younger children when they all arrive back at the childminder's house and talk to them and the childminder about their day at school.

The childminder has a range of procedures in place to help children begin to be aware of health and hygiene issues such as, washing the wooden spoon a child put in their mouth while they were cooking and each child has their own towel to help prevent cross-infection. However, on the day of the inspection children were not reminded or informed why they should wash their hands before cooking or eating their snack to help them begin to understand the hygiene routines and procedures. Children can readily access their drink when required and are provided with a range of healthy snacks and home cooked meals that either their parents or the childminder provides. Children are beginning to be aware of safety issues as the childminder regularly practices her emergency evacuation procedure with them and reminds them not to touch the cakes when they come out of the oven as they will still be hot. All children are beginning to be aware of road safety as the

childminder reminds them of the road safety procedures when they are out and walking back from school.

All children have daily opportunities to play out or go for walks in the fresh air. Children readily participate in a range of physical activities and visit the local health and fitness centre where they can play on a range of soft play equipment.

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	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	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

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