

Inspection report for early years provision

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Inspection date	08/11/2011
Inspector	Margaret Moffat
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 1987. She lives with her husband in Burghfield Common, near Reading. The whole of the ground floor of the childminder's home is used for childminding with sleeping and toilet facilities available upstairs. There is an enclosed garden for outside play. The childminder walks to and from local schools to take and collect children. The childminder attends the local parent and toddler group.

The childminder is registered to care for a maximum of six children under the age of eight years at any one time, of whom three may be in the early years age group. She is currently minding two children in this age group on a part-time basis. The childminder also cares for her grandson. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and content with the childminder. She knows the children well and overall they make good progress in their learning and development. Toys and resources are stored at children's height and the children can choose which toys to play with, although they sometimes need adult help to access them. Children's welfare is suitably promoted, such as through the reduction of hazards, but the required risk assessment records are incomplete. The childminder is aware of her strengths and areas for improvement and takes effective steps to address these.

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 the risk assessment so that it includes who conducted it, when it was carried out, date of review and any action taken following a review or incident (Documentation). 22/11/2011

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

- continue to develop knowledge and understanding of the Early Years Foundation Stage so that children's learning and development are further enhanced
- review the storage of resources to ensure that they are accessible to the children so they can learn independently.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of her role in safeguarding children and is aware the procedures to follow if she has concerns about a child's welfare. Children's safety is promoted because the childminder has a range of safety measures to minimise hazards. For example, she checks her smoke detectors on a monthly basis and children are involved in the evacuation of the premises, helping them to understand how to leave the house in the event of an emergency. The childminder has undertaken a risk assessment; however it does not contain all the required elements, such as who conducted it, when it was conducted and any action taken following a review or incident. This is a breach of requirements. However, the impact on children's safety is minimal. This is because the childminder ensures her home is safe and secure for the children.

Children have access to a good range of toys and resources to support their development, which are readily accessible to them in the different areas used. However, some of the toys are mixed together in boxes making it difficult for children to access them independently. The childminder is aware of her role to promote equality and diversity and values each child as an individual. The children have weekly opportunities to visit elderly residents in a care home and spend some time with them over a drink and a snack. This helps the children become familiar with the older generation.

The childminder has addressed the recommendations raised at the last inspection, which has helped to improve the outcomes for children. The childminder has completed a self-evaluation and has made improvements to her observation and assessment records. The childminder has attended a refresher course for childminders, a course on safeguarding training and registered with the local authority environmental health department. This shows her commitment to ongoing improvement.

The childminder develops good relationships with the parents. They have access to their children's records at any time. The childminder spends time at the end of the day talking to parents about the activities the children have been involved with and other useful information. Parents highly praise the childminder for the care and development opportunities she offers their children. The childminder is aware of her duty to liaise with other early years providers to provide continuity in children's learning and development. Currently no children attend other settings.

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

The childminder makes regular observations of the children and uses these to show children's progress and identify their next steps in learning. She uses photographs to support the observations and relates these to the areas of learning.

The childminder is aware of her need to further develop her knowledge of the early learning goals to further enhance the children's learning. Children's records are shared with parents.

Children play in a warm and welcoming environment where they receive good support from the childminder. She spends her time on the floor with the children, talking and playing alongside them, helping them to learn. The childminder reassures young children, telling them what they will be doing during the day. This helps them understand the routine and provides them with a sense of belonging. Young children are taught how to share and take turns during activities. They are given good explanations of why they have to wait for a particular toy that someone else has and this helps promote their understanding of right and wrong.

Children develop early communication skills as the childminder consistently talks to them. She repeats words children are trying to say and they copy. When reading books she asks the children questions about what they see in the pictures to develop their thinking skills. They talk about going to the park and what they like doing when they are in the bath as they see characters in the book doing these activities. Children have fun as they explore their environment, playing with the cars, playing the musical instruments and dancing to the music they are making. Children have daily opportunities to go on short outings. For example, to the local park, childminding groups and activity centres. They have opportunities to develop their physical skills as they play on large climbing apparatus in the park and go on walking adventures where they talk about the animals and plants they see. These visits also provide the opportunity for children to interact with others and make new friends. The childminder provides children with everyday experiences and this helps develop their skills for the future. For example, they visit the local greengrocer and choose the fruits and vegetables and then go to the counter and pay for these. At home they are involved in cooking activities and this helps develop their understanding of healthy eating.

The childminder explains to young children why they have to wash their hands before eating and talks about removing the germs. Children are encouraged to wipe and wash hands at appropriate times, helping them develop good hygiene routines. Drinks are readily available for the children and the childminder provides them with a range of healthy meals and snacks. Children develop an awareness of keeping themselves safe through gentle reminders from the childminder. They are encouraged to put toys away before they get others out, in order to stay safe and eliminate the risk of tripping over on the toys. They talk about road safety on outings.

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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