

Inspection report for early years provision

Unique reference number	159080
Inspection date	14/11/2011
Inspector	Susan May
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.

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 2001. She lives with her husband, adult son and two children aged nine and 14 years in Woodley, Reading. The whole of the childminder's house is used for childminding. There is a fully enclosed garden for outside play. The family has two cats.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years; of these, not more than three may be in the early years age group. The childminder is currently caring for four children in the early years age group. 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 behave extremely well. They demonstrate a sense of belonging as they move confidently around the childminder's home. Children make good progress across all areas of their development. They are eager to sample the stimulating activities and resources on offer. Policies, procedures and risk assessments to protect children's welfare are in place. All information is available to parents. The childminder offers an inclusive service. She builds excellent relationships with parents in order to meet children's individual requirements and needs. This is less evident with others involved in the children's learning. The childminder demonstrates a clear capacity to maintain continuous improvement. She constantly seeks to meet the ever-changing needs of the children and their families.

What steps need to be taken to improve provision further?

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

- develop partnerships with other early years settings the children attend to promote communication in respect of children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder organises the childminding day to include both adult and child-initiated activities that help provide children with stimulating and challenging experiences. Resources are well-maintained, and rotated regularly from a wider selection, to provide a variety of opportunities to reinforce and gain new skills. All toys and resources are attractively displayed. Children enjoy choosing what they

want to play with. Children are secure and confident. They move around the childminder's home and garden safely, being active or having quiet times as they follow routines according to their needs and parental wishes. The childminder demonstrates a clear understanding of her role in protecting children. She ensures she is up-to-date with safeguarding procedures. She has all required contact details in place should she have any concerns about a child in her care. Children are supervised at all times. Comprehensive risk assessments keep children safe both on the premises and on any outings they undertake. There are appropriate fire precautions that include regular fire evacuation practises. Children's documentation relating to their well-being is in place and includes appropriate parental permissions. Procedures to record medication and accident details are accurately maintained. All documentation is securely stored and confidentiality observed at all times.

The childminder has built up excellent links with parents. They provide extremely positive comments about the childminder's care such as; 'children are encouraged to share and respect others, this benefits them hugely, particularly when they start school'. Excellent communication means there are honest and open discussions about children's development. The childminder's practical and constructive advice has a positive impact on children's development in their formative years. Parents talk daily with the childminder, sharing information about their children's progress and her practices. The childminder has links with other early years provisions the children attend. However, these links do not extend to discussions relating to progress in children's learning, leaving some gaps in their shared knowledge of the children. The childminder offers an inclusive environment where all children and their families are made to feel welcome. This is reinforced by resources in the home that promote positive images of gender, culture and disability. The childminder receives information about training courses from the local authority and completes training relevant to the children for whom she cares. She updates her knowledge via the Internet and through meeting with other childminders. She uses her experience and knowledge of children's development to continually build on her practices. She thinks about her practice, identifying strengths and where she can make improvements, to benefit the quality of care and education the children receive.

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

Children move around confidently in the warm child-friendly environment the childminder provides. They clearly have a good relationship with the childminder and with other children in the childminder's home. For example, they enthusiastically greet a new arrival and eagerly look forward to collecting children from pre-school. Children's independence is promoted. They choose what they wish to play with, selecting from the well maintained age appropriate toys and resources available. Children's learning is supported. The childminder uses techniques to extend their knowledge and understanding. For example, she asks open ended questions of older children and translates babies' sounds into simple words to encourage the early stages of language development. Children are

praised for their efforts. They express pleasure as the childminder tells them they have done well. The childminder uses written observations alongside photographs and samples of their work to show children's progress. These are shared with parents. The childminder uses these combined with her good knowledge of the children and information from parents, to help her to plan their next steps and move their learning forward. This helps ensure she is able to offer an inclusive service that meets each child's needs effectively. Children make good progress in all areas of their development. They experience a wide range of activities indoors and outside that cover all areas of learning. Children's interests are taken into account during future planning.

Children feel valued and develop a sense of belonging. The childminder knows each child well; is fully aware of each child's family context and circumstance, their home life and parental preferences. Routines are met in line with parental wishes and the daily needs of the children themselves. Children have ample opportunities for fresh air and exercise. They discover the natural world as they go for walks, visit local parks and collect leaves with which to make pictures and play in the childminder's garden. They begin to understand about caring for the environment as they talk about recycling and the important job of collecting the rubbish. The childminder ensures that children socialise and begin to be aware of other cultures, similarities and differences. They attend a variety of groups in the area. They have access to good range of resources that promote positive images in the home. Children develop control, coordination and problem solving skills. They access a variety of construction toys, puzzles, shape sorters and play with simple electronic toys. These help them explore size, number, shape and colour. Children use their imaginations and express creativity. They experiment with a wide range of media and materials, examples of which can be seen in their development folders. Children enjoy music, showing pleasure as they sing nursery rhymes, completing actions while encouraging even the very youngest children to join in by clapping hands. Children have good access to books. They enjoy looking at them alone or sitting with the childminder to read a story while settled comfortably on the sofa. There are opportunities to mark-make as children have access to pencils, crayons and paints.

The childminder demonstrates a good understanding of food safety and healthy eating. She encourages a positive attitude towards food as children sit at the table at meal times enjoying a social occasion. This helps promote good future eating habits. Drinks are freely available. The childminder has effective procedures to help prevent the spread of infection. The children are becoming aware of good hygiene practice. They follow the good role model the childminder provides. Children's behaviour is exemplary. They show respect and concern for each other and resources, take time to listen to each other and demonstrate good manners spontaneously. The childminder uses discussion and distraction according to the children's age, to encourage them to think through the consequences of their actions. As a result, children begin to show an understanding of keeping themselves safe. For example, explaining what may happen if they run on the wooden floors.

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	1

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	1
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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