

## Inspection report for early years provision

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<b>Unique reference number</b>	EY251047
<b>Inspection date</b>	14/11/2011
<b>Inspector</b>	Melissa Cox

<b>Type of setting</b>	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 2003. She lives with her teenage daughter and son in Woodcote, Berkshire. The whole ground floor is used for childminding. There is a fully enclosed garden for outside play. The family has a pet cat.

The childminder is registered on the Early Years Register to care for a maximum of six children under eight years at any one time, of which no more than three, may be in the early years age range. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, of which two are in the early years range.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder provides a friendly, warm and welcoming environment for all children. She clearly promotes most areas of children's learning and demonstrates a good knowledge and understanding of the Early Years Foundation Stage. Children are safeguarded and their welfare needs are met. Effective partnerships with parents are established which ensure children's individual needs can be met. Partnerships with other early years providers are developing. The childminder is committed to continual improvement and self-reflection to enable her to identify her strengths and weaknesses.

## **What steps need to be taken to improve provision further?**

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

- ensure that children's next steps are clearly identified and used to inform future planning
- improve systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education and care in more than one setting.

## **The effectiveness of leadership and management of the early years provision**

Children are cared for in a safe and secure environment. Their welfare is effectively promoted. This is because the childminder understands her responsibility to record and report any child protection concerns to the appropriate agencies. She has recently attended safeguarding training to update her understanding. This is supported by updated written policies and procedures to follow, should she have any concerns about a child in her care. Suitability checks have been completed for all adults who live on the premises, further demonstrating her ongoing

commitment to safeguarding. Detailed written risk assessments of the premises and outings, supported by both rigorous and extensive procedures, keep children safe. All required documentation is in place to ensure the safe and efficient management of the provision. Confidentiality is maintained as documentation is kept secure and is well organised.

Equality and diversity is promoted well. Children's care, learning and welfare are promoted. This is because the childminder puts the individual needs of each child in her care first. Resources are accessible and developmentally appropriate and the daily routine is planned to ensure all children are fully included. Children have independent access to activities and resources which enables them to make choices and decisions about what they do. Space within the childminder's home is organised well. This is to provide children with a homely, warm and welcoming environment where they can learn, relax and have fun. A good range of resources are also available to promote children's awareness of differences and others, such as books and small world figures.

High emphasis is put on partnership with parents, which has a really positive impact on children's overall well-being. The childminder speaks to them on a daily basis about the experiences their children have enjoyed. This is complemented with written information and photographs, tracking children's progress in their learning. The childminder has a good understanding of how to promote children's development through play experiences. She is starting to use her observations to identify children's next steps and share them with parents. Parents receive monthly reports on their child's progress. They comment positively on the service the childminder provides and how they value the support they receive. The childminder has a suitable understanding of the benefits of working with other professionals. This is to enable children to meet their full potential but she does not currently have established systems in place to support this fully.

The childminder has attended a range of training since her last inspection. This is to ensure she continues to keep up-to-date with new legislation and to enhance her current skills. She has completed a thorough self-evaluation of the care she offers and identified areas for improvement. This enables her to drive forward improvement, whilst helping to promote positive outcomes for children. All recommendations raised at the previous inspection have been positively addressed.

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

All children are secure and safe in the setting. They feel a sense of belonging, fostered by the care and attention they receive from the childminder. Children's play opportunities are maximised through the effective organisation of space, time and resources. This includes ensuring that children are able to move around the space freely and access a good range of age appropriate resources both indoors and out. Children are making good progress as the childminder knows them really well. She observes and records a description of children's activities and abilities,

and these are linked to the appropriate area of learning. She has devised observation summary sheets and tracking sheets. This is so she can identify any gaps in children's learning. Parents receive a monthly report on their child's progress. This ensures that all children make good progress in relation to their starting points. Children are very happy and settled and their routines are well established as a result.

The childminder has close and warm relationships with the children. She talks to them all the time to encourage language development. Children are very responsive and talk excitedly with the childminder about matters of interest. As a result, children are becoming confident communicators. The childminder uses the information from the training events she has attended to successfully promote all children's language. For example, she introduces new concepts to children routinely during activities, helping them to build their language by encouraging their talking and listening skills. Children have good opportunities to develop their awareness of number names and phonic sounds as they enjoy joining in with rhymes, using electronic toys and building puzzles. Early mark-making skills are promoted. The childminder provides the older children with opportunities to complete worksheets in preparation for the transition to school.

Children are learning about the wider world. They delight in taking part in cooking activities, learning to prepare healthy meals such as pumpkin soup. Children use technology toys, such as programmable toys and computers, with growing confidence. This develops their information and communication technology skills. Through talking about differences, celebrating different festivals and traditions and having a good selection of resources, the children are learning about diversity and the world in which they live. Children behave very well. Their attention span is very good as they are absorbed in their play.

Children's physical skills are developing well. This is because they engage in a wide range of activities, both indoors and outdoors. Children benefit from daily exercise in the fresh air, such as walks to the local park or playing in the childminder's garden. All children are able to rest and sleep according to their individual needs. Dietary requirements are discussed with parents and fully catered for as the childminder offers a range of nutritious home cooked meals. The childminder maintains good standards of hygiene and cleanliness in areas used by children. Children are learning good personal hygiene through consistent routines and positive role modelling. Older children demonstrate increasing confidence in these routines. Children's ongoing knowledge about personal safety is encouraged by gentle reminders from the childminder, road safety activities and regular fire drill practises. This positively contributes towards children developing a sense of danger and how to keep themselves safe.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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