

Inspection report for early years provision

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Inspection date	06/12/2011
Inspector	Joanne Graham
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 2011 and is on the Early Years Register and both parts of the Childcare Register. She lives with her husband and one child in Tilehurst, Reading, Berkshire. Most of the house is used for minding. Children access a first floor bedroom for sleeping. Bathroom facilities are also on the first floor. There is a fully enclosed rear garden area available for outside play. The childminder is registered to care for no more than five children under eight years; of these, no more than two may be in the early years age group and of these, no more than one may be aged under one year at any one time. The childminder is currently minding two children in the early years age group. The childminder is registered to provide overnight care to no more than two children aged between one year and eight years at any one time. The family have a pet cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are valued and their individual needs are respected, helping them develop a good sense of belonging. Excellent relationships with parents actively increase continuity of care and learning for the children. The childminder self-evaluates her practice well, developing systems to improve her provision for the children, and to increase her knowledge. All mandatory paperwork is in place and supports the childminder to work to keep children safe and promote their well-being. Overall, most documentation is accurately maintained.

What steps need to be taken to improve provision further?

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

- Improve the current procedure to make sure attendance records clearly indicate when children attend other settings
- develop a system to monitor children's next steps of learning which link to the written observations completed to ensure these continue to meet their individual needs.

The effectiveness of leadership and management of the early years provision

The childminder identifies potential hazards to children and minimises these well through completing a comprehensive written risk assessment, implementing house rules and having suitable safety measures such as stair gates in place. The childminder demonstrates a clear understanding of procedures to safeguard

children from harm and neglect. She is aware of her responsibility to refer any concerns to relevant authorities, should the need arise. She makes sure persons not vetted are not left alone with the children and all visitors' attendance details are recorded. These practices help to keep children safe. The childminder makes sure she is fully aware of children's individual developmental needs and their routines, which contributes to them feeling a sense of belonging. She is fully aware of the family make-up and talks about the recent family wedding with the children. The childminder successfully evaluates and monitors her practice to make sure she continually improves her provision.

All records are stored securely to ensure confidentiality. There are suitable systems in place to record children's accidents, medication administered and their expected attendance times, to ensure their well-being. However, the attendance records do not accurately detail the times when some children attend another early years setting during their day with the childminder. Children access resources, celebrate festivals and visit places in the local community to develop their understanding of the diversities in the wider world. A good balance of adult and child led activities foster active learning and purposeful play. Resources, furniture and equipment are in good condition and suitable to meet children's needs, ages and stage of development.

There are currently no children on roll who need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises. She has built up good relationships with other early years settings the children attend. This enables her to reinforce the topics and learning from the early years setting in her home to promote continuity. Partnerships with parents are excellent and children significantly benefit from these close relationships. Parents expressed their pleasure in the childminder's provision through questionnaires the childminder sent out and by a letter addressed to the inspector. Excellent two-way communication enables parents and the childminder to share in the children's achievements and their changing needs and routines.

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

Children feel safe and secure as the childminder builds up strong relationships with them and consistently manages their behaviour. Children self-select and share their ideas with confidence, as they know their views are valued. One child especially enjoys developing her imaginative skills, by accessing a wide range of suitable resources, and involving the childminder in the play. The child 'packs suitcases' and then turns the ball pool into a car to go on holiday. The childminder observes and records children's achievements regularly, completing their learning journeys and noting their next steps of development. However, currently the childminder does not have a consistent system to monitor the children's next steps of development, which link to these written observations.

The childminder knows the children well and has a good understanding of their likes, dislikes and capabilities. She develops children's early language and

communication skills, as she asks open ended questions to encourage them to become independent thinkers. She responds positively to their requests and skilfully interprets their gestures and own ways of saying words. Children develop their numeracy and problem-solving skills as they count the stairs as they come down after using the bathroom and name shapes and colours within everyday situations. Children mark make and access battery operated toys. Children develop these important skills for their future economic well-being.

Children understand and adopt very good healthy habits. They are active indoors and outside, wash their hands before eating and after using the toilet and know why this is important. They enjoy a wide variety of healthy snacks and home cooked meals, which are supplied at regular intervals. The childminder follows a three weekly menu, and, through effective liaisons with the parents, she continually introduces new foods and textures to the children's diets. Mealtimes are social events and the childminder ensures children are able to eat at their own pace. The children benefit from a flexible routine, including a balance of child-centred and adult-led activities delivered through indoor and outdoor play. For example, they attend regular toddler groups where children are able to socialise with their peers.

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	2
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	1
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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