

Inspection report for early years provision

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Inspection date	15/12/2011
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.

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 2006. She lives with her partner and two children in Reading, near Calcot, Berkshire. This is close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outside play. The family has two rabbits.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group, one of whom attends full time education. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development and take part in a wide range of play and learning experiences. Overall, methods to observe children's achievements and plan for future learning are progressing generally well. Children's welfare is promoted and their well-being is safeguarded by good organisation and well maintained documentation. Links with parents are highly positive and contribute to children feeling safe and secure. The childminder has a positive attitude to continuously improve and sustain existing standards through a developing self-evaluation process.

What steps need to be taken to improve provision further?

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

- analyse current observation process to assess how these are effectively used to inform children's next developmental stages
- implement processes of how to consistently address areas to develop identified in the self-evaluation system.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good knowledge and understanding of how to implement the procedures for child protection, to ensure the safety and welfare of

children. She fully understands her responsibilities and has up-to-date information and training. The childminder completes written risk assessments and has minimised potential hazards to children. Children are aware they do not go into the kitchen and only go upstairs with the childminder. This helps to promote children's well-being.

Toys, resources and equipment support children's individual needs well. They are age-appropriate, clean and in good working order. Children play in an enabling environment, developing a sense of belonging as they and their families are valued and respected. The uniqueness of each child is recognised and the childminder promotes inclusion well. The current self-evaluation process provides an accurate appraisal of the childminder's practice and identifies most next steps to secure improvements. However, the childminder does not always identify how to implement these areas to develop. Written policies support the childminder in her work, these include a complaints procedure and lost child policy.

The childminder establishes excellent relationships with parents and carers. Children's development, learning and well-being is regularly discussed and shared in written daily diaries and through emails and text messages. Children significantly benefit from this close working relationship. Parents share their extremely positive views of the childminder and her provision through letters seen at the inspection. Good relationships with other early years setting children attend promote continuity of learning and care.

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

Children are supported well to develop their confidence when visitors are in the setting. The childminder helps them to feel comfortable, safe and relaxed through verbal reassurance and cuddles. Once children are secure, they leave the childminder and begin talking to the visitor. Positive praise and encouragement boosts their confidence considerably. Children initiate their own play, choosing from easily accessible resources and those laid out in the main room by the childminder. Methods for recording and tracking children's progress are developing well. However, observations are not always consistently to support the childminder in planning future activities to move children's learning forward.

Children's behaviour is good and the childminder consistently manages boundaries. They listen to and respond positively to instructions from the childminder, such as tidying away the farm animals before using the mark making toy. The childminder is aware of the children's interests and makes sure she provides opportunities for children to access activities to develop these. One child particularly likes feeding the 'babies' and then taking them for walks in the trolley. Children are helped to develop and achieve through attentive support and by the childminder asking questions to help them think. The childminder supports children's communication skills well and children are confident to vocalise their news and views. Children activate musical toys by pressing buttons and inform the childminder she needs to buy batteries for the ones which do not work. These activities help to develop skills

for the future.

Children are helped to be independent in their personal care skills and the childminder ensures she provides suitable resources to cater for their needs. For example, they use liquid soap, paper towels and a step to reach the sink when washing their hands. Children have drinks from their own beakers when they are thirsty and sit down to eat their healthy snacks. This helps to increase children's understanding of healthy practices. Children's welfare needs are supported well. They are taught how to keep safe in practical way. On outings they learn about crossing the roads, holding the buggy. They learn to get out of the car safely on school runs. The childminder has appropriate documentation in place if children have an accident or become ill whilst at the setting. She holds a current first aid certificate and has procedures in place to ensure she can respond appropriately in the event of an emergency.

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	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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