

## Inspection report for early years provision

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<b>Unique reference number</b>	EY365968
<b>Inspection date</b>	16/01/2012
<b>Inspector</b>	Anne Faithfull
<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 2007. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their four children aged 17, 14, 10 and five years in Lower Earley, Berkshire. The childminder makes use of local facilities such as, parks and toddler groups. The childminder can take children to and collect them from local schools. The family have eight cats and some tropical fish as pets.

The childminder uses the whole of the house for childminding with provision for children to sleep on the first floor bedroom. A fully enclosed rear garden is available for outside play. She is registered to care for five children under eight years, and of these, three may be in the early years age range at any one time. She is currently minding six children, within the early years age range, on a part-time basis.

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

Overall the quality of the provision is good.

Children are happy, confident and very safe. The excellent relationships developed with parents and others involved in their lives ensures the childminder has a good knowledge of each child's uniqueness, individual needs and requirements. Children are able to access most resources independently to help support their early learning and development. The childminder is committed to continuous development and she has systems in place to evaluate her service to ensure she can identify her key strengths and areas for improvement.

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

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

- re-evaluate the way in which resources, such as books are set out to further extend children's learning opportunities.

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

The childminder sees her role in safeguarding children as paramount. She has a secure knowledge and understanding of safeguarding procedures. As a result, she is aware of what to do and who to contact in the event that she has concerns about a child in her care. She ensures all adult family members living on the premises have completed the relevant checks to ensure their suitability to be in the same premises as the children. The childminder ensures children are cared for in a

very safe and secure environment as she has a range of effective policies and procedures in place. These include completing a range of comprehensive risk assessments and daily safety checks. The childminder ensures the children are beginning to learn about how to keep themselves safe. . For example, her husband regularly telephones her and says "fire" so she is also unaware of when it might happen and immediately completes her emergency evacuation with the children. The childminder has a good understanding of her role to promote equality and diversity, as all children are included and are encouraged to begin to be aware of the lives of others, through a variety of resources and outings. Families are welcomed into the childminder's home and she takes a great interest in their lives, giving children a sense of belonging and feeling valued. Children can access most toys and resources independently which successfully help to promote their individual learning and development. However, owing to the way the books are stored children cannot readily make independent choices about which book they wish to look at.

The childminder has established excellent partnerships with other settings the children attend to ensure continuity in their care and learning. She is also the link childminder for a local pre-school and helps other childminders in the area begin to develop links with the pre-school staff. The childminder has developed exceptionally close relationships with all of the parents. She ensures they all have the opportunity to look at and read all her policies and procedures before their child starts. The daily diary and verbal conversations inform parents how their child has spent their day and also give them the opportunity to share information with her regarding their child. Parents make many positive comments in their reference letters. For instance, how extremely caring, professional and flexible the childminder is. They state she always goes the extra mile for them and children thoroughly enjoy their time, and are happy, in her care.

The childminder has systems in place to evaluate her practice; these include daily reflective practice and the completion of the Ofsted self-evaluation. The childminder is committed to ongoing training and development. She updates her knowledge in a variety of ways such as, attending training and getting together with other childminders to discuss childcare issues.

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

Children are relaxed, happy and very confident in the childminder's home. The childminder provides children with a range of activities and experiences which are interesting, fun and help to promote their early learning and development through play. She consults the children to ensure she includes their recent interests and preferences in her flexible plans. Each child has their own folder where the childminder records the observations she makes and the areas of learning the children have covered. The childminder effectively uses the observations made to help her identify and to plan a range of activities to promote the children's next step in their early learning and development. The folder is shared with parents to help keep them informed of the progress their child has made.

Children's early communication skills are developing well as the childminder asks them relevant questions as they play, for example, "what is that for?" She helps

them name the animals they are playing with. The childminder uses everyday events to ensure children are developing their number skills, such as asking them to count the cars they are playing with. Cooking sessions help them to begin to weigh and measure. Children are beginning to be aware of environmental issues and are developing skills for the future as they use a range of electronic toys and they help the childminder to recycle items they have used.

Children readily go on outings with the childminder, for instance, to local toddler groups and music groups. These outings and visits enable the children to begin to be aware of their local community and to mix and socialise with others. Children demonstrate a strong sense of security and belonging. They readily greet visitors to the home and enthusiastically include each other in their play. The childminder continually offers praise and encouragement which helps them develop their confidence and self-esteem. Young children understand they must share the toys and resources with each other and they readily respond to any request from the childminder and each other. They celebrate a range of festivals and respect each other's feelings and uniqueness. Children's artwork is attractively displayed, giving them a sense of pride in their achievements. The childminder reinforces this by praising their efforts no matter how great or small

The childminder has a range of procedures in place to help children begin to be aware of health and hygiene issues, such as helping them to wash their hands before snack time. Children can readily access their drink when required and are provided with a range of healthy meals that their parents provide. Children are beginning to be aware of how to keep themselves safe as the childminder reminds them of safety issues, such as reminding them they will hurt their feet if they tread on the toys and the road safety procedures. All children have daily opportunities to play out or go for walks in the fresh air. Children readily participate in a range of physical activities such as visiting a local soft play centre and using a range of outdoor resources in the garden.

## 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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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

<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	1
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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