

Inspection report for early years provision

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Inspection date	18/01/2012
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.

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Description of the childminding

The childminder registered in 2011 and lives with her partner and two children aged 13 months and 10 years old in Theale, Reading, Berkshire. All of the premises are used for childminding. There is a fully enclosed garden for outdoor play. The family has a dog.

The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register and may care for a maximum of five children under eight years at any one time. The childminder is currently minding three children in the early years age group. She works with an assistant, and when working together, they may care for a maximum of six children under eight years at any one time, of whom no more than five may be in the early years age group. The childminder is prepared to take and collect children from local schools and preschools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an inclusive environment where all children are valued, secure and feel a sense of belonging. The childminding day is organised following clear policies to keep children safe, with most procedures in place to effectively promote their health, welfare and development. Children make good progress in their learning, as they access a range of resources and activities that meet their individual needs. The childminder has a good relationship with parents and understands the importance of making links with others involved in the children's care. The childminder demonstrates commitment to improvement, as she highlights areas for future development to enhance the outcomes for every child in her care.

What steps need to be taken to improve provision further?

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

- engage with parents regularly to share information about children's learning at home
- increase children's awareness of good hygiene practices through hand washing procedures.

The effectiveness of leadership and management of the early years provision

Children play in a bright, child-friendly environment with a range of stimulating toys and resources that promotes their learning well. The childminder shares her safeguarding policy with parents, and has clear procedures in place, should she have any concerns about a child in her care. There are visitor's procedures in place and children are never left unsupervised with persons who do not have the appropriate checks. Effective daily checks and risk assessments identify and minimize any possible hazards and children are supervised at all times. All children's documentation is in place, includes appropriate parental consent and clear procedures to record accidents and medication. Confidentiality is observed at all times and children's records are stored securely. Documentation including policies and procedures relating to childcare practices are shared with parents

The childminder supports inclusive practice, as each child's needs, family circumstance and background is valued and acknowledged. This is reinforced through the good relationship the childminder builds with parents. Ongoing daily verbal discussions and a daily diary help the childminder share everyday information. Parents give positive feedback about the childminder's care, stating that she provides a safe, happy place for children to be, where they receive stimulating activities that help them develop well. While it is not currently relevant to the children cared for, the childminder demonstrates through discussion an understanding of sharing learning with other carers, to help ensure continuity and consistency in the children's care. The childminder clearly enjoys her role as a childcare practitioner and demonstrates commitment to improving her practice, as she receives information about further training, takes advice from the local authority and shares her thoughts and ideas with fellow childminders. The childminder considers her provision and practices, and has identified areas for development and steps to address them to make improvements that would be beneficial to the children.

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

Children move confidently around the childminder's home, clearly enjoying a secure, warm relationship with her; for example, looking to her for support, if they are a little unsure about visitors. Children are eager to sample the toys and resources available to them indoors and outside and enjoy playing with a variety of easily accessible equipment. Children receive individual care and attention, as the childminder provides them with opportunities to help them make good progress in their learning and development. The childminder has begun to make observations and assessments that identify progress and next steps, using photographs and some examples of children's work in the development records she has begun to keep. These records are available to parents, although they have not, as yet, been encouraged to share learning experiences from home, leaving some gaps in their shared knowledge of the children. The childminder uses age appropriate

techniques to help to extend children's knowledge and understanding. For example, to help develop language and communication skills, young children who have not yet developed speech, make 'sounds' to the childminder, who repeats them back, helping them recognise that words have meaning. Children have good access to books in the home, visit libraries and have opportunities to mark make, using paints, pencils and crayons.

The childminder is fully aware of each child's family context and circumstance and welcomes all into her home, recognising and respecting their individuality and particular needs. Routines are met in line with parental wishes and the daily needs of the children themselves, for example, they have the opportunity to rest or complete quiet activities if they are feeling tired. Children socialise with other children in the childminder's home and at groups they attend. This helps them begin to recognise similarities and differences of culture, gender and disability, and learn to value each other as individuals. Children have ample opportunities for fresh air and exercise, and to find out about the natural world and community as they play in the childminder's garden and go for walks in the local area. Children develop control and coordination as they play with a variety of construction toys and develop problem solving skills as they enjoy puzzles. Children develop future skills, as they use interactive toys and enjoy pressing buttons and switches to make light and sounds. Children explore their creativity, as they have access to art and craft materials and use their imaginations to explore real and imaginary situations through role-play resources, for example, as they play with the animals, making appropriate animal noises. Children feel a sense of belonging, as they have their own named coat pegs and play with some equipment brought from home.

The childminder has clear expectations of behaviour and provides a good base on which children can develop sound social skills. For example, as they sit together to enjoy healthy snacks and meals, are encouraged to say 'please' and 'thank you', helping to develop good future eating habits. Drinks are readily available. The childminder's home is clean and well maintained with procedures in place that effectively prevent cross-infection. However, effective hand washing routines are not established to encourage children's developing understanding of good hygiene practices. Children begin to understand about caring for each other, as the childminder encourages them to share and be kind to each other. Children begin to gain independence, as they self-select toys and resources they wish to play with, and choose what fruit they want for snack. They begin to understand about keeping themselves safe, as the childminder explains the possible consequences of their actions. for example, why it is not a good idea to run on a wooden floor wearing socks. The childminder is on hand to offer support when it is required and children often invite her into their play. She recognises that children learn through play, and provides a good balance of adult led and child initiated activities. The commitment she demonstrates to improving her practice, along with her developing knowledge of the early learning goals, helps ensures children progress well in her care.

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	2

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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