

Inspection report for early years provision

Unique reference number	EY349007
Inspection date	07/02/2012
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.

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 registered in 2007. She lives with her partner in Reading, Berkshire. The childminder has a dedicated playroom in her garden which is used solely for childminding. There is an enclosed garden available for outside play. The family has a cat, a dog and chickens in the garden.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years. She currently has five children under eight years on roll, four of whom are in the early years age group. The childminder is prepared to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in the childminder's home. The childminder promotes inclusive practice, as each child's unique qualities are recognised and their families valued and respected. Children become well engaged in their learning, as most activities help them to make good progress across all areas of their learning. The childminder has a good relationship with parents and others involved in the children's care with all information about children's welfare and learning shared. She considers her practice, adjusting and developing this to ensure she is well able to meet the ever changing needs of children and their families. As a result, she demonstrates good capacity to maintain improvement to outcomes for children.

What steps need to be taken to improve provision further?

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

- support children building on their learning by pitching activities at a level that is challenging but still within their reach

The effectiveness of leadership and management of the early years provision

Children are kept safe and secure as they play in the bright and attractive designated playroom with toys and resources that are easily accessible. A wide variety of equipment is offered to children by the childminder. She successfully uses services, such as the toy library, to offer additional resources that cover all areas of learning. The childminder has a good understanding of how to keep

children safe. She knows the procedures to follow if she has any concerns about a child and shares safeguarding information with parents at initial visits. Children are supervised at all times and never left with persons who do not have the appropriate checks. The childminder has good policies and procedures in place that underpin her good practice; these are shared with parents and have been recently updated. All the required children's details, including parental consents, are in place, stored securely and confidentiality observed at all times. The childminder has considered all aspects of risk, completes daily risk assessments and takes effective steps to reduce possible hazards. All of these contribute to children being well safeguarded.

The childminder takes good account of each child's individuality, recognising their particular needs in order to provide an inclusive practice. Parents are well informed about their child's day, as there is a good, two-way share of information. Parents express confidence in the childminder's capabilities and praise her strongly for the service she offers. They comment on how happy their children are, her friendly and professional attitude and the good care their children receive. The childminder recognises the importance of sharing information with other carers. She has good relationships with staff at most settings children attend and continues to offer information to help ensure consistency and continuity in children's learning. The childminder considers all aspects of her practice; she has addressed all issues from her previous inspection, taken advice from the local authority early years advisor and has undertaken recent, training courses. She is well aware of her strength in providing a secure, caring base from which children can learn. She recognises areas for development and effectively considers how she can move her practice forward. As a result, she continues to improve the quality of the care and learning children receive.

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

Children move confidently around the designated playroom, where all their needs are catered for. Their work is displayed attractively to help provide them with a sense of belonging. Children are eager to sample the age-appropriate and easily accessible toys and resources, in and out of doors. They enjoy a warm relationship with the childminder and frequently invite her into their play. The childminder offers to each child individual care and attention and recognises their stage of development. Children are motivated and interested in the activities on offer; however, these are not always pitched at a level that is challenging but still within their reach. The childminder records children's progress using photographs, samples of their work and observational assessments that help identify their next steps. These records are available to parents, who effectively share learning experiences, as they provide information on children's learning and achievements at home. The childminder uses age-appropriate techniques to help to develop children's knowledge and understanding. For example, she repeats words back to children in simple sentences to help develop their conversation skills. Children have good access to books, visit libraries and have opportunities to mark make using

paints, pencils and crayons.

The childminder welcomes all families into her home, recognising and respecting their individuality and particular needs. She is well aware of each child's family context and circumstance and works effectively with parents to meet specific requirements. Regular trips into the neighbourhood, such as visiting shops, parks and schools, help develop children's sense of community. Children find out about the wider world, as the childminder embraces diversity, following traditions and celebrating events relevant to children for whom she cares. This helps them begin to recognise similarities and differences of culture, gender and disability, and to learn to value each other as individuals. Children have ample opportunities for fresh air and exercise, begin to understand about a healthy lifestyle and the natural world. They help to look after the chickens in the childminders garden, where they have their own growing patch and recycle materials to make compost. There are good opportunities for them to develop physical skills, as they ride on wheeled toys, dig, climb and run in the garden. Children develop control and coordination, as they use tools in their play and access construction toys with which to build and develop problem solving skills. Children effectively develop future skills as they use interactive toys, such as a keyboard to make music. They well explore their creativity, as they access art and craft materials and have opportunities to experiment with a wider range of media at children's groups. Role-play resources are used effectively to help develop children's imagination, for example, as they dress up and dance to keyboard music.

The childminder has clear expectations about behaviour that provide a good base on which children can develop sound, social skills. For example, children sit together to enjoy healthy snacks and meals, socialising and developing good, future eating habits. Drinks are readily available. Children begin to understand about caring for each other, as the childminder encourages them to share and be kind to others. Children's independence is well promoted. They self-select the toys and resources they wish to play with and take off their own shoes and coats when they arrive. They begin to learn to follow good hygiene practice, as they regularly wash their hands and use antibacterial spray after using tissues. Children effectively learn to keep themselves safe, as the childminder explains the possible consequences of their actions. For example, she tells them why they must stay close by her when going to and from the car. Her good commitment to improving her practice, along with her increasing knowledge of the early learning goals, helps ensure 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	2
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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