

Inspection report for early years provision

Unique reference number	EY431738
Inspection date	27/04/2012
Inspector	Susan May
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 2011. She lives with her husband and two adult children in Tilehurst, Reading, Berkshire. The ground floor of the premises is used for childminding. There is an enclosed rear garden available for outside play. The childminder is qualified to Early Years Professional Status.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time; of these, three may be in the early years age range. The childminder is currently minding one child in the early years age group. The childminder also offers overnight care for one child under eight. The childminder is prepared to take and collect children from local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder builds secure trusting relationships with the children in the warm friendly environment she provides. The childminder is committed to promoting each child's welfare in an inclusive manner as she recognises and values each child's unique qualities. Toys, resources and activities indoors and some outdoor activities provide opportunities for children to make good progress in their learning and development. Good relationships with parents and an understanding of sharing learning with others involved in the children's care provide consistency and continuity in meeting children's needs. The childminder is a qualified child care practitioner who reflects on her practice effectively demonstrating a commitment to improve children's welfare and learning opportunities.

What steps need to be taken to improve provision further?

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

- develop further the outdoor area to provide children with a range of interesting and stimulating resources and activities to promote their learning.

The effectiveness of leadership and management of the early years provision

Children play safely in a warm and welcoming environment. A good range of toys and resources indoors promote learning in all areas. They are accessible, of interest to the children and provide opportunities for them to reinforce and gain new skills. However, there are fewer resources and activities available outdoors to promote children's learning as effectively. The childminder is fully aware of the

safeguarding procedures to follow should she have concerns about children in her care. Children are supervised at all times to ensure they remain safe. The childminder has identified possible hazards and has written assessments that clearly show how risks to children are minimised in the home and on outings. Comprehensive policies and procedures are in place, and are shared with parents with all relevant children's information recorded. Parental consents are in place. All documentation is stored securely and confidentiality observed.

The childminder has an exceptional knowledge of each child's background. Parental preferences and children's routines are taken into account to offer an inclusive service that recognises the uniqueness of each child. The childminder is proactive in promoting equality and diversity to help each child find out about the society in which we live; consequently children feel a sense of belonging that builds their self-esteem. Parental feedback is positive as they recognise the progress children make and share their children's learning through daily verbal feedback and development records. While it is not currently relevant to the children cared for, the childminder demonstrates through discussion a clear understanding of sharing learning with other carers to help ensure continuity and consistency in the children's care. The childminder is a qualified, experienced childcare practitioner who thinks about her provision and puts steps in place to improve her knowledge. For example, since registration she has completed story telling and early writing courses with the local authority. She gives thought to her practice, recognises her strengths, and has a development plan to address areas for improvement. This demonstrates commitment to maintaining continuous improvement in order to provide good quality care for all children.

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

Children clearly enjoy their time in the childminder's company and confidently move around in the friendly home environment. Children choose what they want to play with from age appropriate resources and receive a good balance of child initiated and adult support. For example, they play with the construction blocks and then tidy them away attempting to fit the lid onto the box. With appropriate support from the childminder they eventually manage to fit it on and the childminder quickly offers praise at their achievement. This helps build confidence in trying new activities. The childminder knows the children's interests, requests initial information from parents and uses this information when planning to help provide appropriate activities to move learning forward. This is evident when looking at children's development folders that begin to show a clear record of their progress. All information is shared with parents and while this is in the early stages it is clearly a two way process with information shared from home. This helps to provide continuity and consistency in children's learning.

Children enjoy books choosing from a range that demonstrate familiar stories, the wider world, languages, disability and different faiths. Books are frequently shared with the childminder who uses her skill in telling stories to help children develop imagination and knowledge. The childminder supports children's language skills as

she repeats words to children whose language is emerging to help them identify that sounds have meaning. Children happily 'chat' back to her, as they begin to recognise the sounds. Children have opportunities to mark make as they use pens and develop creativity as they access art and craft materials. Their appreciation of music fostered as they spontaneously dance to music from around the world. They develop future skills as they recognise that they can make calls on the telephone and know that to listen to their songs they must switch on the DVD player. Children explore real and imaginary situations in their play as they care for the dolls, changing nappies and making pretend meals for them. Outdoor play promotes physical development and increasing control and coordination. Children problem solve as they use construction toys, hear numbers in everyday conversations and begin to understand concepts such as inside and on top.

The childminder's extremely positive attitude to equality and diversity is sustained through her inclusive attitude and is further supported by an excellent range of toys and resources that promote positive images. All children and their families are valued and made welcome. Children begin to learn about the natural world and community, as they go for walks in the surrounding area. An understanding of sustainability nurtured as the childminder provides a good role model as she recycles and sows vegetables. This also helps foster a sense of responsibility for the environment and promotes a healthy lifestyle.

The childminder follows good hygiene practices such as using individual cloths for face and hand washing to prevent cross infection. Fresh air and exercise is encouraged as children regularly play outdoors. Routines are followed in line with parents' wishes and the individual needs of the children themselves. For example, children are able to sleep or rest when they are tired. Parents provide children's meals and packed lunches are stored appropriately to ensure they remain fresh. Drinks are always available. Children begin to learn to keep themselves safe as the childminder provides age appropriate explanations such as why they should sit properly on chairs. Children behave well; they are confident, eager to please and have clearly developed caring relationships with the childminder as they confidently make requests of her. The childminder's clear expectations of behaviour providing a base for children to develop skills that help them learn to value each other as individuals.

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	1
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----