

Inspection report for early years provision

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Inspection date	16/05/2012
Inspector	Anneliese Fox-Jones
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 was registered in 2008. She lives with her husband, and their two children aged five years and one year. They live in a house in Purley, Reading, Berkshire, which is close to local schools, parks and shops. The whole of the childminder's premises is used for childminding. The childminder lives in a top floor maisonette. There is no garden available and so children access fresh air and exercise as they go for walks, visit local parks and play areas.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for no more than three children under eight years; of these, not more than two may be in the early years age group, and of these, not more than one may be under one year at any one time. There is currently one child on roll in the early years age range attending on a part-time basis. The childminder attends a number of parent and toddler groups. She has a Nursery Nursing Qualification (NNEB) to level three in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children experience close and warm relationships with the childminder which help them to feel secure and settled. Children are included in the life of the setting and their individual needs are met. The progress children make in their learning and development are clearly monitored through effective observations and assessment systems. The learning environment is safe and provides a stimulating range of activities and experiences. Effective partnerships with parents are effectively established and there are some positive methods to exchange information. The childminder is aware of the importance of self-evaluation processes and is keen to continue to improve her practice and update her safeguarding knowledge. She shows commitment and a strong capacity to improve the quality of her care.

What steps need to be taken to improve provision further?

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

- develop understanding of up-to-date safeguarding children issues in line with the Local Safeguarding Children Board (LSCB), local guidance and procedures
- improve ways parents can regularly share, contribute and become involved in their child's continuous learning and development records.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the Early Years Foundation Stage, which is reflected in her practice. She has developed many comprehensive policies and procedures to support her practice and promote children's welfare, learning and development. Children are generally protected because the childminder has a sufficient understanding about safeguarding procedures, to ensure that children are monitored and kept safe. However, the childminder is less secure in her knowledge of up-to-date local safeguarding guidance and procedures. Children are further protected as children's safety is given due emphasis through effective monitoring of the home environment and also the outings that children enjoy. Thus, the environment is safe and child-friendly and gives opportunities for children to become independent and develop a sense of security.

The childminder is committed to improving her provision, which in turn enhances positive outcomes for children. This is the childminder's first inspection since registration. She has worked hard to meet the requirements of the Early Years Foundation Stage, as well as developing her professional working relationships with parents. However, she has yet to develop useful processes where parents can regularly share, contribute and become involved in their child's continuous learning and development records. Nonetheless, the childminder values working in partnership with parents. Some relevant information is gathered from parents initially, to ensure care is tailored to children's individual needs and children receive continuity of care. Parents also receive regular updates about their children's day and activities. The childminder has yet to experience building partnerships with other professionals and early years settings that children may attend, as this does not currently apply to any of the children in her care. However, she is aware of the importance of maintaining strong links with other professionals in order to offer continuity of care and learning.

The childminder provides a welcoming environment. A good selection of resources are accessible and the childminder ensures that they are developmentally appropriate to the children in her care. She has a good understanding of ways to promote equality and diversity appropriately, to help increase children's awareness of the society they live in and to develop respect for themselves and others. The childminder spends time interacting effectively in a natural and sensitive way, enabling children to be supported to explore the experiences available to them. Children enjoy a secure setting that encourages their independence because many resources are rotated around to engage the children's interests. For example, the childminder organises play materials, books and resources so that they are inviting and conducive to learning.

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

Children are happy, content and building secure relationships within this provision. They are making good progress towards the early learning goals as they show positive attitudes towards learning and refining new skills. The childminder establishes children's starting points and has a good understanding of their interests and how they learn. She observes children carefully to be sure that they are happy and making progress. In addition, the childminder collates assessment information and provides a challenging learning environment where she is able to ensure that children's learning needs are properly supported. This flexible approach to planning allows the childminder to follow activities according to children's interests and provide a range of balanced activities and experiences that have clear links to the six areas of learning.

Children are progressing well in certain areas, for instance communication, language and literacy, where children benefit from the childminder's purposeful interactions with them. The childminder encourages children to express themselves, copy words and understand more about letters and sounds. Children demonstrate an early interest in problem solving, reasoning and numeracy, where they are encouraged to count, identify and name shapes and colours. In addition to planned activities, children enjoy choosing their own play, for example, children enjoy shape sorting, playing with toy vehicles and manipulating sand and runny cornflour. Even the younger children are interested in what is available in their surroundings and show curiosity in how things work, such as they delight in the sounds made by many interactive toys. They like selecting their own toys as they discover the different ways that wheeled toys move across the floor. Children also enhance their mobility using balls and playing outdoors. They regularly use messy play resources and attend a range of additional play opportunities in local toddler groups. Therefore, children are effectively able to achieve, enjoy and develop skills for the future.

Children's welfare is promoted well by the childminder. They grow with a good understanding of their own safety and that of others. They are mostly safeguarded and show good standards of cooperative behaviour. The childminder manages children's behaviour well as she gives children the opportunities to manage their own play. In addition, they are helped to share resources, space and include each other. Children develop an understanding that all children can be different. This takes place as they mix with others within the home and when on outings. They also have the ability to concentrate and build on skills that they have, for example, when developing their mobility and spoken language.

Outcomes for children are consistently promoted by the childminder. Children are very happy to be independent, make choices and experiment with toys. Despite their young age they are very willing to explore and show obvious enjoyment as they play. They feel very safe in the childminder's care. The secure relationship with the childminder, promotes children's self-esteem and ability to learn. Children's good health is promoted through providing children with regular physical exercise on various outings. Children are encouraged to learn about healthy eating

practices and are provided with healthy eating choices. Great care is taken to prevent cross infection. Clear accident and sickness procedures are in place; these have been agreed with parents and ensure that prompt and suitable action is taken in all eventualities.

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	3
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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