

Inspection report for early years provision

Unique reference number	EY442884
Inspection date	11/07/2012
Inspector	Anne Faithfull
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 2012. She lives with her husband and their two children aged five and eight years in Tilehurst, West Berkshire. The childminder makes use of local facilities such as, parks and libraries. The childminder can take children to and collect them from local schools. The downstairs of the home is used for childminding and a fully enclosed back garden is available for outside play. 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 five children under eight years at any one time, of these three may be in the early years age range. She is currently looking after four children who are 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 cared for in a welcoming family environment where they are supported well as the childminder recognises each child's individual uniqueness. Children make good progress in their learning and development, as the childminder provides them with a range of stimulating activities, outings and experiences. Overall, children can access a range of quality toys and resources, including some resources to reflect people's diversity and the lives of others. The childminder is committed to continuous development as she has already completed further training since her registration. The childminder evaluates her service effectively to highlight areas for improvement to further enhance the outcomes for children.

What steps need to be taken to improve provision further?

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

- extend children's understanding of diversity through positive images in resources that help them to become aware of, and embrace the differences and lives of others.

The effectiveness of leadership and management of the early years provision

The childminder is well organised and provides a happy, safe and stimulating environment for the children. The childminder ensures children play in a safe environment as she has a range of procedures in place which includes a range of written risk assessments. The childminder organises the space in her home to

meet the individual needs of the children. For example, ensuring there is free floor space for children who are learning to crawl or walk. Children are safeguarded well in the childminder's care as she has a range of procedures in place. These include recording the names and times of visitors to the house. The childminder has a secure understanding of child protection issues and the procedure to follow if she has any concerns about a child in her care.

Children can independently select the toys and resources they wish to use as the childminder places the younger children's favourite toys within reach of them on the floor. Older children can choose the resources they require as pictures are displayed on the front of the storage boxes to inform them of what is inside. The childminder is committed to providing an inclusive environment for all children and their families. She knows each child well and ensures they are all valued, respected and included. The childminder is aware of her role to promote equality and diversity. She talks to the children about different cultures and encourages them to respect each others views and feelings. However, children's awareness of diversity is not fully supported due to a limited range of resources that reflect people's differences and the lives of others.

The childminder has systems in place to evaluate her practice. These include daily reflective practice to help her identify what went well and other areas for further development. She is committed to on going training and development and she has already attended some training since her registration. The childminder has identified further training she would like to complete including, child psychology and obtaining another childcare qualification.

The childminder develops professional and supportive relationships with parents. They are well informed about her childminding service as she provides them with copies of all of her policies and procedures before their child starts. The daily diary and verbal discussions each day ensure parents are aware of how their child has spent their time with the childminder and the progress they have made. Parents make many positive comments in their reference letters. These include how friendly, caring and helpful the childminder is. They all comment on how quickly their children have settled, how happy and relaxed their children are in her care and the range of activities and outings provided. The childminder effectively develops partnerships with other settings and professionals involved with each child to ensure their continuity of care and learning.

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

Children are happy and secure in the care of this calm and caring childminder. The childminder offers constant praise and encouragement as she sits with them while they play helping them to develop their confidence and self-esteem. Children are supported well in their learning as the childminder encourages their early interests and inquisitiveness. She has flexible plans and themes in place which are linked to children's interest and events in their lives. These include talking about where they are going on holiday, the different countries they are visiting and making

aeroplanes out of paper. Each child has their own learning journal which includes lots of photographs of them participating in a range of activities and experiences. The journal also includes the observations the childminder makes, the areas of learning covered and the child's next step. Parents can access their child's journal at any time so they can see their child's progress they have made while in the care of the childminder.

Children's early communication skills are developing well as the childminder continually talks to the children and asks questions as they play for example "what is that?". Visits to the library for weekly singing sessions also encourage the children's early interests in books and words as they choose a book to take back to the childminder's home. The childminder uses everyday activities to encourage the children to begin to be aware of number, colour shape and size. For example, they count and name the different colours of the cars they see when they are out walking. Children enjoy being creative as they play and use a range of media such as paint, chalks and tissue paper. Children are beginning to develop and learn skills for the future. They access a range of electronic toys and older children help the childminder to put items they have used into the correct re-cycling container.

Children form close, warm relationships with the childminder, clearly trusting her. The childminder is calm and caring and children readily sit with her and receive lots of hugs and cuddles. Children behave well as they are aware of the routines and behaviour strategies in place, for example taking their shoes off when they enter her home. Children are beginning to be aware of their own safety as the childminder talks to them about the road safety procedures they should follow before they leave her home and what to do in the event of a fire.

Children have the opportunity to play outside in all weathers as they are provided with all weather suits so they can have great fun jumping in all the puddles and play in the rain. The childminder takes children on a variety of outings such as, visiting the local park and childminding 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's health and well-being is promoted well. They can access a drink when they require and receive healthy meals and snacks either their parents or the childminder provides. Children's physical development is promoted in a variety of ways. They enjoy playing in the garden, going on walks, playing football and experience challenge as they climb on a variety of equipment at a local park.

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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