

Inspection report for early years provision

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Inspector	Tracy Bartholomew
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 1992. She lives with her husband and three grown-up children in Winnersh, near Wokingham. The whole of downstairs is used for childminding. There is a fully enclosed garden available for outside play. The childminder's home is within walking distance of local shops, parks, pre-schools and school. 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 a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children at different times throughout the week and one child is within the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and confident within this childminder's care and overall make good progress towards the early learning goals. They have good relationships with the childminder and other children and play in a safe and secure environment.. Effective partnership working with other professionals and parents helps to meet the individual needs of the children. The childminder evaluates most areas of her provision well and identifies how to improve further to promote good outcomes for children. She demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- store resources so that children can easily choose from the selection available
- develop further the assessments of children's achievements, to identify learning priorities and plans relevant to their next stages in development.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of how to promote children's safety. Arrangements for safeguarding children are robust, regularly reviewed, carefully managed and understood thoroughly by the childminder. Effective policies and procedures are in place, which includes the action the childminder would take in the event of a child protection concern. The environment in which the children are cared for is safe and secure. The children are taught to be safety conscious without being fearful. This enables them to think through their actions, for example, before they swing on the climbing frame.

The childminder has good systems in place to promote equality and diversity. She uses her up-to-date knowledge and understanding of festivals and cultures to inform her planning. The childminder works well with the school to mirror their plans and activities to promote continued learning. Resources are plentiful and fit for their purpose. The childminder ensures these are rotated regularly to develop interests and enhancing learning. However, children do not always have the opportunities to freely choose toys and resources, which limits their independence. Nevertheless, the environment is conducive to successful learning.

Self-evaluation procedures are in their infancy, although the childminder clearly identifies the strengths and weaknesses of her setting. She is fully reflective and aware of areas to focus on for future improvement. The childminder is committed to her role and target setting is realistic, challenging and appropriate for the practice. For example, the childminder has made a good start in reflecting on the care and education she offers to the children. She accurately identifies the strengths of the activities on offer and has clear plans for further development. Therefore, the outcomes for children are well promoted.

The childminder has good partnerships with parents and regularly seeks their views through questionnaires, one-to-one feedback and meetings. Two-way communication is highly valued by parents and it enables them to be continually involved and up to date with the daily practices and plans for their children. Good methods are in place to aid the working partnership with other settings children attend, such as schools, which in turn promotes consistency of care.

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

Children clearly feel safe and secure and benefit from the childminders support. They thoroughly enjoy her input and involve her consistently within their play. The childminder promotes children's development and learning through the day with well-planned activities and games. Children's individual needs are promoted well as the childminder ensures she is familiar with and maintains their daily routines. All children receive good one to one support, comfort and reassurance. This promotes their self-esteem and enables them to feel self-assured within childminders care. The childminder has developed a system to enable her to observe and assess children's development. This is in its infancy and does not identify learning priorities and plans for children's next stages in development. However, the childminder has a good awareness of each child's developmental needs. She obtains a sound insight in their routines, likes and dislikes, at an initial meeting with the parents. She then uses this information, to confidently maintain and meet their individual learning needs on a daily basis.

Children clearly enjoy the wide range of toys and resources available to them. They quickly become absorbed in their chosen games. They enjoy adult-led activities, such as story time, which is used well to develop the children's communication, language and literacy skills. The children clearly enjoy the

company of the childminder, for example, as they build a train set together. The childminder is skilful at maximising activities to benefit the children's development in all areas of learning. For example, she develops their understanding of sequencing and problem solving as they interconnect track pieces together for the train. Children enjoy developing their imaginations as they recreate a building site, with tractors and diggers. The childminder supports the children's learning effectively as she questions and talks to them about their activities, promoting their awareness of colours and early counting skills. The experiences provided clearly help children to develop the skills needed for their future learning and development.

Children have regular outings in the local environment, such as attending local children's groups. This encourages them to be active on a regular basis whilst developing their physical skills. Children have regular opportunities to develop their understanding of safety, such as learning when it is safe to cross a road. The childminder helps children gain positive attitudes to healthy lifestyles. She is committed to healthy eating as she supplies nutritious snacks and meals that children enjoy according to their individual routines.

Children are building strong relationships with their peers within childminders care. Their social skills are further promoted when they visit play parks and attend story time at the library. Children show a good understanding of diversity and engage in a good range of activities and experience to support this, such as food tasting for Chinese New Year. Behaviour is good overall and the children beginning to show a good awareness of responsibility in the setting.

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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