

Inspection report for early years provision

Unique reference number	148476
Inspection date	23/04/2009
Inspector	Anne Jeanette Faithfull
Type of setting	Childminder

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.

Description of the childminding

The childminder registered in 1992. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in Lower Early, Berkshire. The childminder makes use of local facilities such as parks and toddler groups. The childminder can take children to and collect them from local schools. The family have some pet fish.

The childminder uses the whole of the ground floor of the house for childminding. A fully enclosed rear garden is available for outside play. Her registration permits her to care for six children under eight years at any one time, of whom three children maybe in the early years age range. She is currently minding three children who are within the Early Years Foundation Stage on a part and full-time basis.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder offers a welcoming and warm family environment to all children in her care. She recognises each child as an individual and includes all children in everything she offers, meeting their needs well. Strong partnerships with parents contribute well towards children's care, learning and development, so that all make good progress in the Early Years Foundation Stage. The childminder has a positive approach to continuous improvement and has the ability to build on her strengths to improve the outcomes for all children in her care.

What steps need to be taken to improve provision further?

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

- further develop the observation system in place to identify and record children's next steps of learning

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure risk assessments are fully implemented and set time scales for their review.(Suitable premises, environment and equipment)

23/05/2009

The leadership and management of the early years provision

The childminder organises the family home well to provide children with a range of activities and experiences. Children benefit from the good working relationships developed between the childminder and their parents. They develop a close bond

with the childminder through the well-established long-standing relationships she has with parents. Parents are kept informed verbally of children's daily routines and achievements. They receive appropriate information from the childminder, for instance, through her portfolio, which includes relevant policies and procedures. Thank you cards from the parents express a high regard for the childminder and the inclusive service she provides. The childminder undertakes a daily safety check to ensure the home is safe and secure. However, she has yet to implement a thorough risk assessment and review procedure. The childminder ensures children are well supervised while in her care and this further enhances their safety. Children become aware of their own safety, as they are involved in appropriate fire evacuation drills. Children's welfare is safeguarded effectively as the childminder has good knowledge of the possible signs of child abuse and the procedure to follow should an incident occur.

The childminder organises her day to meet the needs and routines of each child, such as providing a quiet time in the morning for a younger child to have their usual sleep. The childminder has implemented a development file for each child where she records her observations of the children, however currently she does not use the observations to help her identify and plan for children's next steps in their learning and development. The childminder has approached other settings the children attend so they can share information on children's progress. The childminder evaluates daily and records her evaluations in a daily diary. She uses the evaluations made to help identify further development and training and to ensure the on going improvement of her childminding service. She has improved the outcomes of children since her last inspection by completing the recommendations raised.

The quality and standards of the early years provision

The childminder is very aware that children learn through play and plans a varied day, which includes opportunities for the children to go out each day in the local community for instance, visiting the local country park to look at different animals and to talk about nature. Trips to the local toddler group enable children to further socialise with a wider circle of friends. Children are developing their mathematical skills through every day activities, such as counting the fish they have caught in the fishing game. Children have many opportunities to use their imagination for example, they role play and dress up as a princess. The childminder includes children's suggestions when she is going to purchase new resources for example a child asked for shoes to go with a dressing up outfit so the childminder purchased a pair of shoes.

Children are very confident owing to the support and guidance the childminder gives them and they independently choose the toys and resources they wish to use from the wide selection available to them. The childminder supports children's early communication skills as she asks questions such as 'what is it', she listens to children and talks to them about their family members such as a child's granddad who they had just seen. This gives children a sense of belonging. Children form close, warm relationships with the childminder, clearly trusting her. Children readily approach her to read a storybook with them and she responds positively sitting

them on her lap and giving them a cuddle at the same time. The childminder is calm and caring, so is an extremely good role model to them. Children are beginning to learn to share and take turns and the childminder uses distractions and explanation when dealing with any behaviour issues.

Children are happy and comfortable in this warm and homely environment. The childminder organises her home to ensure children have ample space to move and crawl freely around. The childminder gently reminds children about safety issues around the home and when they are out for example, to hold her hand when walking to school and to look out for cars. Children are well nourished. They eat healthy snacks and meals that their parents have provided and the childminder ensures they can access a drink at all times. The childminder works effectively with parents to deal with any specific health issues and requirements. She has collected a range of information and guidance relating to specific health issues to ensure she has the latest up to date information to ensure she effectively meets the health needs of the children in her care daily. Children have many opportunities to develop their physical skills, for example, they use a range of cooking utensils when making cakes and they help to put up a tent in the lounge so they can have an indoor picnic.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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