

Inspection report for early years provision

Unique reference number	510212
Inspection date	13/05/2009
Inspector	Joanne Graham
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 was registered in 1992. She lives with her husband and three children in Burghfield Common, near Reading, Berkshire, close to shops, parks, schools and public transport links. The childminder's home is accessible on ground level. The downstairs rooms are used for childminding, with sleeping facilities upstairs. She has two pet dogs and cats.

The childminder 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 three children in the early years age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides good quality care and education for children and effective procedures maintain children's safety and welfare whilst attending. Strong relationships with parents and carers positively promote continuity of care. The childminder recognises the uniqueness of each child and supports their individual needs well, helping them to make good progress towards the early learning goals. The childminder self evaluates, developing systems to continually improve the provision for the children, and to increase her knowledge.

What steps need to be taken to improve provision further?

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

- make sure child protection statement contains sufficient detail and information
- ensure the children's expected times are accurately recorded
- provide opportunities for parents to access and share their children's developmental records.

The leadership and management of the early years provision

The childminder identifies potential hazards to children and minimises these through completing a risk assessment, implementing house rules and having suitable safety measures such as fire guards and smoke detectors in place. The childminder provides a variety of learning environments for children to explore inside, outdoors and on outings. The childminder provides an inclusive

environment, recognises that each child is unique, develops at their own pace and their need for individual attention. She makes sure she is aware of children's developmental needs and their routines, which contributes to them feeling a sense of belonging. The childminder promotes children's self-esteem well, praising their efforts and achievements. There are good structures in place to support children who speak English as an additional language and the childminder learns some words in the child's home language as well as involving parents to share additional words, meaning and culture; subsequently children are extremely happy and settled.

The childminder has a good knowledge of signs and symptoms of abuse and neglect and is aware of her role to safeguard children. She has attended training and additional literature supports her, although some documentation lacks necessary information. The childminder makes sure children are not left unattended with persons not vetted and supervises them at all times. The childminder and children practise the emergency evacuation procedures regularly and exits are free from clutter. This helps to promote the children's welfare. The childminder successfully evaluates and monitors her practice and has a positive attitude to update her knowledge by attending training regularly.

Daily diaries and emails are used to inform parents about their child's day and achievements, as well as daily verbal exchanges. This helps to promote continuity of care. Children's developmental records are maintained with regular observations and photographic evidence to support the child's achievements, although these are not shared regularly with parents. Written policies support the childminder in her work, these include a complaints procedure and lost child policy. Most documentation is updated and contains sufficient details, although in some cases children's expected attendance times are not recorded sufficiently.

The quality and standards of the early years provision

Children access healthy snacks and home cooked meals and have easy access to their own drinking cups. The childminder is fully aware of children's dietary and religious requirements and respects these fully. Mealtimes are social occasions and the children sit down together to eat meals and snacks, sharing their news. Children's health is promoted as the childminder follows good hygiene practices; children play in a clean environment and have daily access to fresh air in the outdoor area. The risk of cross contamination is reduced due to the childminder following her sickness policy and implementing exclusion periods, the children accessing individual hand towels, and good nappy changing procedures. The childminder holds a first aid certificate and the first aid box is easily accessible. She has a clear understanding of the requirements to accurately record accidents and medication administered and ensures these records are maintained accurately and signed by parents.

Children are making good progress towards the early learning goals; they engage well to activities and confidently self select. The childminder supports children's learning and fosters their curiosity by asking questions to help them think. She is aware of their next developmental steps to learning and she uses her written

observations to inform individual planning needs. The children are confident speakers and share their news and ideas with their peers, the childminder and visitors. They enjoy sharing stories with the childminder and are beginning to anticipate the text with their favourite stories, such as *The Gruffalo*. The children enthusiastically join in a music activity, singing along to their favourite songs and banging the triangle and using the rain maker, which they made previously in the setting, to match rhythms to the tunes.

Children are building up strong relationships with their peers and the childminder, approaching her confidently to share in their achievements and for cuddles. They are becoming aware of the wider world through visits to the local community, such as trips to the library and soft play areas. The childminder introduces problem solving and counting into everyday activities, which the children positively respond to. Children handle small tools safely and with increasing skill, such as cutting with scissors and eating using a spoon and fork. Children are busily occupied with both child-initiated and adult-led activities, participating with enthusiasm. Children's behaviour is good and children respond positively to the childminder's high expectations. House rules help to keep children safe, such as not running inside and washing their hands after stroking the pets. The sensory garden increases children's interest in the natural world as they smell the fragrant plants and feel the different textures.

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?	1
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?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
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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