

Inspection report for early years provision

Unique reference number	510220
Inspection date	03/06/2009
Inspector	Caroline Hearn
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 1986. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and three children aged 11, 13 and 17. The family live in Calcot, Reading. The whole of the ground floor of the house is used for childminding and is readily accessible. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time and is currently minding 10 children, in both the early and later years age range, on both a full and part time basis. The family have a pet cat, guinea pig and fish.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a sound understanding of child development and takes time to get to know each child in her care well. This understanding allows her to offer all children activities which appeal to their interests and so best promote their learning and development. The childminder has developed an excellent partnership with parents which supports the ongoing exchange of information to promote continuity of care for the children. She continually reflects on her practice to ensure this meets the needs of all children.

What steps need to be taken to improve provision further?

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

- consider how observations of children can be used to plan their next steps of learning.

The leadership and management of the early years provision

Since her last inspection this experienced childminder has undertaken a variety of relevant training courses. She effectively uses the knowledge gained from these to further develop her existing good practice. The childminder has detailed policies and procedures which she effectively implements.

The childminder has developed an excellent partnerships with parents. She provides advice and support for parents regarding all stages of their children's development from behaviour management to potty training. Developing these close relationships with the children's families allows her to understand and best meet children's individual needs. The childminder is aware of how to safeguard children by ensuring adults in the household are suitably vetted and being aware of the appropriate routes of referral for any child protection concerns.

The quality and standards of the early years provision

Children develop close and trusting relationships with the childminder and other children. The children play well together and share resources. The childminder gently supports these relationships, encouraging the children to be considerate to the needs of others. She plans topic work but this is flexible and follows the children's interests. An activity which starts with planting sunflowers could end up with the children bug hunting or painting pictures of flowers. This flexibility ensures the children remain engaged and interested in what is going on, which in turn supports their learning and development. The childminder has begun to record observations of the children's activities but does not use these to plan for their next steps of learning.

Children are able to freely explore the environment due to the comprehensive risk assessments undertaken by the childminder. Children are taught to look and wait until there are no cars coming before crossing the road. The older children learn about stranger danger and the childminder has a poem displayed about this. This is presented in a fun way to enable the message to be given without scaring the children. These simple yet highly effective measures promote the children's understanding of safety and how to keep themselves safe. To promote inclusion the childminder has some positive images and resources which show children of differing abilities or those with different cultural backgrounds. She uses these to talk to the children about how we are all different.

Children enjoy a balanced diet and are involved in shopping for food. During these trips they may buy fruit and once home help the childminder cut this up for snack time. This increases their understanding of what constitutes a good diet and where food comes from. Children are safeguarded from the spread of infection as the childminder encourages them to follow simple everyday routines such as hand washing and not sharing cups. Children enjoy daily opportunities to undertake outdoor play and learning.

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?	1
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?	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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