

Inspection report for early years provision

Unique reference number	955151
Inspection date	23/06/2011
Inspector	Sheena Bankier
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 1989. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for six children under eight, of which three may be in the early years age group at any one time. There are currently four children on roll in the early years age group. Children attend on a part time basis.

The childminder lives with her husband and other family adult members of the household and her two young grandchildren in Tilehurst, Reading, Berkshire. The downstairs is mainly used for childminding with access to the first floor for sleeping and toilet facilities. There is an enclosed garden for outdoor play. The home is accessible at street level. The family have pet dogs.

Local facilities are within walking distance, such as, parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder positively reviews and evaluates her service to promote strong continuous improvement. Children benefit from a broad range of activities, play experiences and outings that support their learning and development effectively, overall. She develops and maintains good partnerships with parents. The childminder has an effective understanding of safeguarding children and promotes children's wellbeing, safety and good health thoroughly.

What steps need to be taken to improve provision further?

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

- consider providing further support to develop children's language skills, for example, through sensitively demonstrating pronunciation and ordering of words and through using books that provide repetitive stories and phrases to read aloud to children to support specific vocabulary or language structures
- review and plan space to encourage free movement and sufficient space for children to play with chosen resources.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good knowledge and understanding of safeguarding issues, such as, potential signs and symptoms of abuse, and the

procedures to follow in the event of concerns about children's welfare arising. She has undertaken safeguarding training which has increased her knowledge and understanding. Daily, weekly and monthly checks assess and minimise potential risks and hazards to children. The childminder uses safety equipment effectively to reduce dangers to children. The childminder raises children's awareness of keeping themselves safe, for example, through practising road safety and the evacuation procedure regularly.

The childminder has very positively addressed the recommendations from her last inspection. She has undertaken training to develop and increase her practice. The childminder actively seeks parents' views and opinions through using questionnaires. As a result, she effectively evaluates her service and drives good continuous improvement. Daily exchanges of information with parents provide continuity for children. The childminder provides good information to parents, such as, written policies and procedures. The childminder demonstrates she understands the importance of developing good partnerships with other settings and professionals to provide consistency for children.

The childminder has greatly increased resources and activities that extend children's awareness of diversity, such as, books, small world toys, and art and craft activities. She gains key words in other languages children speak and uses these positively to value differences. Space is mainly well utilised and enables children to move freely around the home. At times, the conservatory becomes quite crowded with resources reducing children's free space for play and activities in this area. Children have equal access to the resources that are easily accessible in boxes on the floor.

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

Children are happy and settled in the childminder's care and home. They confidently explore and move around the home. They benefit from good relationships with the childminder and with the other children. Children learn about keeping themselves safe through appropriate reminders from the childminder, such as, 'to be careful'. The childminder provides clear behaviour boundaries and expectations and promotes children's good understanding. She promotes sharing and turn taking, for example, through playing a game with a ball and rolling this in turn to each other. She provides regular praise and encouragement to children to underpin their good self-esteem and confidence. Outings to toddler groups extend children's social skills with a wider group of children and adults.

The childminder effectively plans for children's learning and development. She maintains consistent records of children's progress with ongoing observations. She actively evaluates and tracks children's progress. This enables her to identify children's next steps in learning and to understand where children may need further support or challenge.

The childminder positively interacts with the children and responds to their chosen

interests and activities. She asks good questions to support children's understanding and thinking skills, for example, questions to help children find where the puzzle pieces fit. The childminder underpins children's language skills through some good support, such as, encouraging children to access books and chatting with the children. She does not always consider additional practices to extend children's language development further, for example, through using repetitive stories and reflecting back language spoken by children.

Children benefit from plenty of fresh air and physical activity. They regularly walk to and from school, visit the park and use the garden. The childminder has good resources in and out of doors to promote physical development, for example, soft balls and skittles indoors and bikes outdoors. This enables children to develop and extend their physical skills effectively, such as, learning to pedal a bike, and increases coordination as children learn to kick or catch a ball. The childminder stores food provided by parents appropriately to ensure it remains fresh. She provides healthy fruit snacks to children, which positively underpins children's understanding of healthy eating.

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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