

Inspection report for early years provision

Unique reference number	EY220911
Inspection date	13/01/2009
Inspector	Susan Victoria May
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2001. She lives with her husband and two children aged 14 and 16 years in Caversham Park Village, near Reading. The whole of the ground floor is used for childminding and is easily accessible. Bathroom and sleeping facilities are on the first floor. The garden area can be made secure for outdoor play.

The childminder is registered on the Early Years Register; the compulsory and voluntary parts of the Childcare Register. She currently has five children on roll, of whom four are in the early years age range and one in the later years age range. The childminder is prepared to take and collect children from local schools and pre-schools. The childminder has completed the Kite mark award within the Local Authority.

The family has a dog.

Overall effectiveness of the early years provision

The welcoming and friendly environment undeniably supports children in their learning and their care and development is promoted well. Children are eager to sample the range of exciting play opportunities on offer and the childminder recognises and plans for their next steps effectively to help them progress towards the early learning goals. The childminder follows clear practices that ensure children are kept safe and good policies and procedures are in place to promote inclusion. The childminder establishes good links with parents, regularly sharing information on the children's progress. The childminder recognises that improving children's care and learning is an ongoing process and self-evaluates her provision to help provide a plan for further training and future development.

What steps need to be taken to improve provision further?

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

- provide parents with details of the emergency person's contact numbers

The leadership and management of the early years provision

The childminder follows policies and procedures that enable her to organise the childminding day, offering a safe and secure learning environment for the children. The childminder has regard to parental wishes and children's routines; she records information of medical and dietary requirements to ensure that the needs of individual children are met. Children's welfare is safeguarded through the childminder's good knowledge of child protection issues. Children are well supervised at all times and all adults living in the household have been vetted. Policies are shared with parents; for example, the complaints procedure, behaviour and accident and medication procedures help protect children and provide continuity of care.

Children are free to make choices from a wide range of activities and resources, making use of the visual system the childminder has introduced that both ensures children know what resources are available, and serves as a means of communication for children who may lack the necessary language skills. This promotes children's independence and enables them to explore and experiment, thereby initiating their own learning. Daily routines ensure children have good opportunities to learn while outdoors, for example, they visit local parks, grow vegetables in the garden and look at the wildlife as they go for walks. Children's physical skills are reinforced and developed as they play in the garden and climb on the garden equipment. The childminder observes and assesses children's development keeping detailed records of their progress, she uses these to effectively identify and plan children's next steps in learning.

The childminder creates an inclusive environment. She is aware children develop as individuals and is proactive in offering high levels of support to help them reach their potential. She shares information about the children's development both verbally and in writing with parents. Parents learn about their children's progress and of the children's activities they take part in, on a daily basis. The childminder continuously reviews and evaluates her provision, identifying areas to develop and enhance children's experiences, seeking further training and involving parents in the process as she requests they complete questionnaires on her practices. She has regard to their responses. This supports working in partnership with parents.

The quality and standards of the early years provision

The childminder promotes good hygiene practices as the children follow the clear role model she provides. Children begin to learn about personal hygiene as they have access to step ups, soap and their own towels to wash their hands independently, or with support, at appropriate times, for example, after stroking the dog, playing with floor toys and before snack. The childminder maintains and cleans toys and resources as part of a regular routine to prevent the spread of infection. A sick child policy is in place of which parents are aware. Daily routines provide many opportunities for the children to be energetic and get plenty of outdoor exercise, or rest and play quietly according to their needs. For example, children sit and relax, snuggling up to the childminder as they listen, enjoy and participate in a story at the end of the morning. Parents supply the children's food and this is stored appropriately by the childminder. Drinks are always available.

Comprehensive risk assessments are in place that identify and minimise hazards both on and off the premises. These include identifying a person who may be called on in the event of an emergency; however, parents are not supplied with contact details to ensure a prompt communication link. A fire evacuation plan has been identified, discussed with the children and an accurate daily register of children attending is kept. Children behave well and show respect for each other and the adults. Young children play well alongside each other, beginning to play games and share toys. Children say please and thank you spontaneously and the childminder uses praise effectively to promote positive behaviour.

The childminder is committed to providing a learning environment in which children are extremely happy and very well settled. She is committed to enhancing the care and learning experiences the children receive through further training and by having regard to her self-evaluation. She clearly enjoys the children's company and involves herself in their play to support their learning. She takes note of the children's interests and builds on this to plan children's next steps and extend their skills. For example, a child who loves trains, plays with the train track and moves onto an art and craft activity where materials are available, to design and make a train, using a variety of tools and collage materials. This activity was also completed with the aim of reinforcing colour recognition for younger children. Children socialise as they mix with a varying age range of other children in the home and through pre-school groups. Children explore the natural world as they dig in the garden and grow vegetables. They complete simple experiments as they taste hot and cold sweet corn, recognising the difference and identifying personal preferences. Children find out about other cultures through every day experiences such as looking at different foods when shopping, songs and books. All children are encouraged to participate in all activities, explore their creativity and imagination through role play, and learn to problem solve and reason as they build with construction toys and access electronic toys. An enjoyment of books is developed as children eagerly listen to and participate in stories and begin to recognise them as a source of knowledge. The childminder is skilful in listening to the children, using open ended questions, simple sentences and phonics to help children's developing thought processes and language skills.

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?	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?	1

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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.