

Inspection report for early years provision

Unique reference number	EY277510
Inspection date	23/03/2011
Inspector	Melissa Cox
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.

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Description of the childminding

The childminder has been registered since 2003. She lives with her teenage daughter in a house in Newbury. The ground floor, main bedroom and upstairs bathroom is used for childminding and there is an enclosed garden available for outside play.

The childminder is registered to care for up to five children under the age of eight, of which no more than three may be in the early years age range and not more than one of these may be under one year. The provision is registered on the Early Years Register and the childminder is currently caring for three children in the early years age range. She is also registered on the compulsory and voluntary parts of the Childcare Register and two children attend from this age range. The family has one dog, three cats and pet rabbits. The childminder holds a NVQ level 3 qualification in Children's care, learning and development.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming home where children's care, learning and development are generally very well supported. Children take part in a wide range of activities and make good progress in all areas of learning. Inclusive practice is promoted well and children are very much valued and respected as individuals. Most documentation is in place. The childminder assesses her provision well and accurately identifies most areas for improvement. She shows a sound commitment to continuous improvement and has systems in place to evaluate the effectiveness of her practice.

What steps need to be taken to improve provision further?

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

- ensure information is obtained about who has legal contact and who has parental responsibility prior to the children attending the setting
- 07/04/2011

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

- further support children's learning and development by sharing their next steps more regularly with parents so that they can become involved in their children's learning at home

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a good understanding of her role and responsibilities to protect children from potential harm or neglect. The children are cared for in a safe and secure environment as the childminder is alert to possible danger and uses her risk assessment procedures effectively to monitor hazards both inside and when on a variety of outings. She carries out procedures to ensure children's welfare is promoted, such as safe collection procedures, and practises regular fire evacuation drills. The childminder maintains records appropriately and has written policies and procedures in place to support her practice. She has written parental consents for each minded child and maintains a current first aid certificate, however she has failed to get information about who has legal contact and who has parental responsibility prior to the children attending the setting which is a breach of welfare requirement.

The childminder discusses the individual health and care needs of each child to support her care and promote an inclusive environment. She makes effective use of space and resources, supplementing this with daily walks or outings for the children as part of their overall learning and development. Children benefit from opportunities offered by the local and wider community as they attend different early years groups or visit places of interest like the park and the farm. The effectiveness with which the childminder promotes equality and diversity is positive and is reflected in the way she helps children to feel they belong. The childminder treats children as individuals with equal concern and welcomes them warmly as they arrive. She is interested in what they have to say and listens to them. The resources reflecting diversity are varied and they are used effectively to encourage the children's awareness of the multi-cultural world.

Partnerships with parents and carers are good. The childminder gathers detailed information from parents prior to admission, enabling her to effectively meet individual children's needs and to help with settling-in. Parents are informed of their child's daily activities through daily chats and diaries and they have free access to their child's development file at any time. The plans of activities are displayed and the childminder talks with parents about current themes being followed. She is developing ways that they can be shared more effectively with parents so that they can support their child's learning at home.

The childminder is highly motivated in enhancing her knowledge and is committed to promoting better outcomes for children. She shows a sound commitment to personal development through training and regularly discusses practice issues with other early years colleagues and development workers. The childminder is beginning to use systems for self-evaluation and is developing her skills of self-reflection to help identify any areas for improvement and has sought the views of parents and children in questionnaires and talks to them about their satisfaction with the service.

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

All children enjoy warm relationships with the childminder and form positive relationships with other minded children. The children are happy and settled because the childminder provides a regular routine for them based entirely around their needs. They feel safe and are at ease in their warm and loving relationships with their childminder, who provides them with lots of smiles, words of encouragement and cuddles. Children's behaviour is well supported through gentle reminders to share, to play fairly, to take turns and to use good manners. They receive lots of positive encouragement from the childminder which helps develop their self-esteem. Children meet with others at the different groups and are learning about the local and wider community through different visits and trips. Discussion and resources help them develop an understanding of difference and they share in activities around celebrations such as Chinese New Year.

Children have use of a wide selection of resources to support all areas of learning. The childminder engages effectively with the children in shared activities to promote their learning through suggestions and questions and also gives them choices to select their own play preferences. Children have a range of books to self-select or share stories and songs with the childminder and their language skills are well supported through lots of positive conversation. A variety of creative play activities are enjoyed both at home and at the different groups where children learn to express themselves through different mediums.

Planned activities and child-initiated play with good adult support mean that children enjoy their play and make good progress in their learning and achievement. The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She gets to know the children well through her own observations and encourages parents to fill in initial forms so she is aware of their play preferences and routines from the start which helps in the settling in process and starting points for learning. The childminder effectively captures children's progress through many different photos and her recorded observations are linked effectively to the areas of learning. Plans are used flexibly to follow the direction that children may wish to take, thereby sustaining their interest and promoting children's self-esteem and creative ideas. She is beginning to identify and link children's next steps to her planning which will enable her to share them more effectively with parents.

Children learn about the natural world as they use outings to collect leaves or look at nature. They have also been involved in planting seeds which they have helped to care for, patiently watching them grow. A variety of puzzles are used to help develop shape and number recognition. This is further supported by the childminder who routinely helps children recognise numbers in their everyday encounters, for example recognising house numbers in the neighbourhood when they go for a walk.

Children are developing a good understanding of personal safety as they are reminded to follow safe routines as they put on helmets when cycling or learn

about fire safety as they practise fire evacuations. Children remain healthy because effective hygiene routines are followed, and they rest and sleep according to their individual needs. Children eat healthy and nutritious snacks, and are given water to drink, the parents provide packed lunches for their child. Through discussion and helping with food preparation, the childminder teaches children about foods which are good and bad for them. They learn about where food comes from as the childminder involves children in growing fruit and vegetables in her garden. Children enjoy being active each day.

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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