

Inspection report for early years provision

Unique reference number	EY331806
Inspection date	18/01/2010
Inspector	Margaret Davie
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 was registered in 2006. She lives with her husband and four year old child in Wokingham, Berkshire. She uses the ground floor of her house for childminding and children have access to a fully enclosed garden for outside play. The property is close to local shops, schools and amenities.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and may care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age group. She is currently caring for three children in the early years age range who attend for a variety of sessions. The childminder supports children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are well met by the childminder who provides a welcoming and child friendly environment for them. She implements effective policies and procedures to promote their inclusion and plans a range of activities which she knows will interest them and are suited to their individual needs. As a result, they make good progress in their learning and development. She shows a good capacity to make continual improvements to her provision as she undertakes regular self-evaluation and has addressed all recommendations set at the time of her last inspection.

What steps need to be taken to improve provision further?

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

- explore ways in which assessment information can be shared with other key settings attended by children in order to promote continuity in their learning and development
- update the record of the risk assessments to include all types of outings, showing when they were done, the date for review and any action taken following a review or incident

The effectiveness of leadership and management of the early years provision

The childminder has a good range of policies and procedures in place to ensure the safe management of her provision. She has a clear understanding of her role in safeguarding children and is aware of the procedures to follow should she ever have a concern about a child in her care. Adults in her household have been vetted to ensure their suitability and children are closely supervised at all times. Children are safe and secure because she conducts regular checks of her home and

implements a range of safety measures such as affixing a stair gate to the bottom of the steps and cupboard locks in the kitchen. She conducts risk assessments for outings and has a range of equipment such as a double buggy to make sure children are safe when she takes them out for a walk. However, she does not keep a record of the risk assessment conducted for her regular walk to and from school, to show when it was conducted.

The childminder organises her home and resources well to provide children with free and easy access to a range of good quality, age appropriate toys. She organises her space well to provide areas for both quiet and more energetic play and plenty of room for young children to develop their physical skills. She has a good understanding of her role in promoting equality and diversity and informs herself of children's home circumstances and cultural backgrounds. Children who speak English as an additional language are well supported to gain confidence and feel secure in the setting as she works closely with parents to provide them with appropriate care.

The childminder is eager to improve her setting and make the provision even better for children. She has recently completed a National Vocational Qualification in childcare and uses the deeper understanding of child development issues she has gained to enhance their outcomes. She has completed a self-evaluation of her setting and seeks parents views to make sure they are happy with the care she is providing. Areas for further development have been identified, such as enhancing the provision for creative play, and she plans to attend a relevant course in the near future. All recommendations set at the time of her previous inspection have been addressed. The childminder develops good relationships with parents, providing them with daily verbal feedback about their child as well as a weekly annotated photo diary to keep them well informed about their child's learning and development. Discussion with parents suggest they are very happy with the service provided by the childminder. Links with other early years settings attended by children such as the pre-school have been established, however this does not yet include the sharing of assessment information to promote continuity in children's care and learning.

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

Children make good progress in their learning and development, because they enjoy a balance of self chosen and adult-led activities based around their interests. They make independent choices about what they want to play with, selecting from the good range of toys which are all easy for them to access. The childminder demonstrates that she knows them well, providing activities which she knows they will enjoy and extends these appropriately during play. For example, when children express an interest in reading a book, she sparks their interest by encouraging them to look at the pictures, chatting to them about what they see. She extends the activity by encouraging them to name the animals in the story and then evokes great delight as she helps them to make the corresponding animal sounds. She chats to children constantly about what they are doing and patiently helps them to say and repeat words, thereby helping develop their language skills. Children

particularly enjoy musical activities, pushing the keys on the small keyboard and listening to nursery songs, happily swaying and copying the childminder as she demonstrates the various actions to accompany the words.

Children are happy and settled in the childminder's home. She gives them lots of praise and encouragement and this boosts their confidence and self esteem. Young children receive lots of cuddles to help make them feel secure. Children play a full role in the setting, for example by setting the table at meal times and by helping to tidy away the small toys. Children's behaviour is closely monitored so that they learn to understand that their actions affect others, for example, when sharing toys. They are encouraged to gain an understanding of the needs of others as they play with a range of toys which depict diversity such as books, puzzles and dressing up clothes.

The childminder talks to parents about their child to ensure their development needs are known and supported. She makes regular observations of the children and keeps both photographic and written evidence of their progress. She matches their activities to the requirements of the early learning goals and identifies their next steps. Information gained from observations is used to plan appropriate activities to help children make progress in all areas. Photographic evidence is sent home to parents every week and learning targets are shared and explained so that they are fully up to date with their child's development.

Children learn about healthy lifestyles as they are offered a healthy choice of fresh fruit at snack time and enjoy daily access to the outdoor environment for fresh air and exercise. Good nappy changing routines are in place and sound hygiene procedures help to minimise the spread of germs. Children sleep according to their own needs either in the travel cot or safely harnessed into the push chair. They gain an understanding about how to keep themselves safe as the childminder reminds them gently to sit properly on their chairs so they do not fall over and hurt themselves. Through discussion children learn about road safety, for example, being reminded about the importance of looking left and right before crossing. They take part in regular fire drills to ensure they know what to expect in an emergency. Children sit safely in low chairs or in appropriate restraints at the table. Children learn about their local environment as they go for walks and attend a nearby toddler group. They make good progress in their social, language and number skills and as a result are well prepared for the future.

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

How effectively is the Early Years Foundation Stage led and managed?	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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