

Inspection report for early years provision

Unique reference number	EY334939
Inspection date	15/01/2010
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.

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 2006. She lives with her husband and three children aged 13, 12 and six years in Binfield, Berkshire. She uses the ground floor of her house for childminding and there is a fully enclosed garden available for outdoor play. The home is within walking distance of local parks, schools and shops. The family have two dogs and a rabbit.

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. She is currently caring for nine children under eight years for a variety of sessions, of whom five are in the early years age group. She also minds children over eight years of age. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder meets children's individual needs well because she informs herself fully about their families, backgrounds and individual routines. She provides children with a good balance of interesting adult led and free play activities, along with plenty of opportunities to play in the outdoor environment. As a result, they make good progress in their learning and development. Most required documentation for the safe and efficient management of her setting is in place. The childminder reflects on the quality of her provision and has addressed the recommendation from her previous inspection. She demonstrates a commitment to enhancing children's care as she continually looks for ways to further improve her service.

What steps need to be taken to improve provision further?

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

- ensure records are easily accessible and available for inspection by Ofsted, particularly in regard to the certificate of public liability insurance (Documentation). 05/02/2010

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

- update the record of the risk assessments associated with outings so that they are subject to a regular review, especially where new risks are identified and include this in the records.

The effectiveness of leadership and management of the early years provision

The childminder conducts regular checks of her home to ensure children are safe. She implements a range of measures to further promote their safety such as affixing a stair gate at the bottom of the steps and at the door to the lounge. She has a good understanding of her role in keeping children free from harm and has up-to-date procedures to follow, should she ever have a concern about a child in her care. All adults in her household have been vetted and children are closely supervised at all times. She carries out risk assessments for all types of outings to promote children's safety; however her record does not show when these were done to ensure they are subject to a regular review. At the time of the inspection she was not able to find her current certificate of public liability. This is a breach of a regulation.

A range of policies and procedures is in place and shared with parents to ensure the full inclusion of all families. The childminder develops good relationships with parents, providing them with detailed diaries, photographs and learning journeys so that they are kept well informed about their child's progress. Correspondence received from parents shows they are very happy with the service provided by the childminder, particularly with the stimulating child-friendly and homely environment she creates. The childminder makes links with other early years settings attended by children such as the pre-school, to ensure there is consistency in their learning and development.

The childminder organises her home well, giving children the opportunity to move around and play comfortably. In the very well appointed play room, they have access to a good range of toys and resources which are easily accessible and suitable for their needs. A room is also available for quiet play and where older children can do their homework or use the computer. The childminder has a good understanding of her role in promoting equality and diversity. For example, she spends time talking to parents when children first start to find out about their backgrounds and individual needs. Resources such as dolls from different cultures are provided to help children learn about the wider world.

The childminder attends regular training to keep her skills up to date. She has recently renewed her first aid certificate and has attended courses about the implementation of the Early Years Foundation Stage curriculum. She has addressed the recommendation from her last inspection by providing regular opportunities for outdoor play, either in her garden or on outings in the locality. She evaluates her provision regularly, drawing up plans for future developments to improve outcomes for children. For example, in order to encourage children to gain a better understanding of healthy eating by being more engaged in choosing and preparing food, she put up posters in her home showing different kinds of food, and involves them more when shopping. She seeks regular feedback from parents about her setting.

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

Children are happy and settled in the childminder's home. They enjoy their activities and show they are comfortable and confident in her care. They gain maximum enjoyment out of games such as 'Simon Says', giggling and laughing as they listen and respond to the childminder's instructions. The childminder demonstrates good knowledge about children's interests and provides activities to extend their learning during their play. For example, the big doll's house is set up on the floor where young children can access it easily. As they arrange the furniture, the childminder speaks to them about which pieces they are going to put in the various rooms and what the dolls that live in the house will be doing. When children tell her the dolls will be having their breakfast, she suggests they move their play over to the well resourced and attractive role play area, where she extends their learning by encouraging them to use the play food to prepare cereal and toast. Their learning is further extended as she helps them butter the toast and read the information listed on the cereal packages.

Children play in a welcoming and child-friendly environment. They have free and safe access to lots of interesting toys and they happily make independent choices about what to play with. For example, as they sit at the table playing with the colouring books, they decide that they would rather cut out the pictures than colour them, accessing the small scissors which the childminder provides for their safety. Toys are regularly rotated to ensure children continue to find them interesting. Children start to take some responsibility for their self-care as they are able, gaining confidence as they use the cloakroom independently. They behave well and form good relationships with the childminder and each other, following the good role model provided by the childminder about how to share and take turns. Children are treated with kindness and respect and receive lots of positive encouragement as they play. They learn to socialise with other children as they attend toddler groups and visit other local childminders.

The childminder makes regular observations of children's activities and has a good knowledge of their achievements and progress. She links activities to the early learning goals and uses this information to identify their next steps, providing support and resources to encourage their individual development. She demonstrates that she knows children well, for example encouraging a child to make the next step in their physical development by supporting their toilet training. She involves herself in their play to help them make progress, chatting to them about what they are doing to develop their thinking skills as well as their vocabulary. Posters and other visual resources are displayed around the room encouraging their early reading skills and she provides interesting resources such as the aqua mats to encourage them to develop their mark-making skills. As a result, their language and literacy skills are very well developed.

Children learn about how to minimise the spread of germs as the childminder reminds them about the importance of washing their hands regularly. They are cared for in a clean and tidy environment and sound hygiene routines are followed to prevent the spread of infection. They gain an understanding of healthy living as

they enjoy a selection of fresh fruit at snack time and have daily access to fresh air and exercise, for example on walks in the locality or while playing with the equipment in the childminder's garden. Children's understanding of safety issues is reinforced through discussions and play, for example as they set up the toy roundabout the childminder uses the opportunity to talk to them about how they can make sure the dolls are safe as it starts to spin around, linking the activity to their own experiences. They demonstrate that they feel safe and secure as they move around the home confidently and approach the childminder regularly for support and cuddles. They are well prepared for their next stages as the childminder ensures that their activities are fun and challenging and as a result they develop positive attitudes to 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

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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