

Inspection report for early years provision

Unique reference number	EY337537
Inspection date	15/09/2010
Inspector	Anne Faithful
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 registered in 2006. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in Wokingham, Berkshire. The childminder makes use of local facilities such as parks and toddler groups. The childminder can take children to and collect them from local schools. The family has some fish.

The childminder uses the whole of the ground floor of the house for childminding with provision for children to sleep in the first floor bedroom. A fully enclosed rear garden is available for outside play. Her registration permits her to care for six children under eight years and of these three may be in the early years age range, at any one time, and she is currently minding four children who are within the Early Years Foundation Stage on a full- and part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a secure, welcoming and calm family environment to all children in her care. She recognises the uniqueness of each child and provides an inclusive service where each child is respected, valued and included. Children are provided with a broad range of fun and interesting play opportunities to support their learning and development. The childminder has a good understanding of children's individual needs through working closely with parents. The childminder effectively evaluates her provision and identifies her strengths and areas for future development. This demonstrates her commitment to continuous ongoing improvement. Children are kept safe, however, there is a breach of requirements relating to risk assessments for outings.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment in place for outings includes a separate assessment for each type of outing (Safeguarding and welfare).
- 30/09/2010

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

- implement a system to obtain and for children to access words in their home language.

The effectiveness of leadership and management of the early years provision

The childminder sees her role in safeguarding children as paramount. She has a secure knowledge and understanding of local safeguarding procedures to protect children from harm and abuse. As a result, she is aware of what to do and who to contact in the event that she has concerns about a child in her care. The childminder ensures all visitors to her home have their names and times recorded. The childminder undertakes a daily safety check to minimise the risks to children in her care and a range of comprehensive risk assessments are in place including a risk assessment for outings. However, she does not complete a separate risk assessment for each different type of outing. Children access a variety of good quality and exceptional range of resources which are well positioned in low shelves allowing children to make independent choices. A well organised environment means that children benefit from being able to play and explore in both the indoor and outdoor spaces. Excellent use is made of the new playroom to ensure children can move around freely and make independent choices regarding their play.

Children are helped to develop a positive attitude towards people's differences through a range of resources and the childminder's good example of how to respect and include everyone. The childminder is totally committed to providing an inclusive environment for all children and their families. She enables children to feel a sense of belonging as she welcomes them warmly into her home and treats them as individuals with equal concern.

The childminder has established a good relationship with parents. A parents' brochure enables a parent to see and read the wide range of written policies and procedures and other information about her childminding service before their child starts. Effective communication between them ensures children's needs are continually met. Parents are made aware of their child's day through detailed daily diaries, discussions and photographs. Parents have a very high regard for the care afforded to their children. They make many positive comments such as, her flexible approach, the amazing learning environment she creates and how their child talks excitedly to them about how they spent their day with the childminder. Parents are very pleased with the way she teaches the children their manners and how confident and sociable their child has become since she has looked after them. The childminder is aware to liaise with other settings the children attend although currently no children attend any other settings. The childminder has a positive approach to continually evaluating and improving her skills and knowledge as well as the overall provision for children. She has completed the Ofsted self-evaluation form and can identify her strengths and areas for development. The childminder is totally committed to on going development. She has attended a variety of training courses since her last inspection and has gained National Vocational Qualification (NVQ) at level 3 in childcare.

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

Children make excellent progress in this stimulating learning and caring environment. They are confident, settled, safe and very happy. Children enjoy individual time and attention from the childminder who plans a range of fun activities and resources to suit their stage of development, spontaneity and play preferences, both inside and outside. For example, children enjoy playing with black spaghetti and looking and talking about the frogs they find in a water tray outside. Children have their own learning journey file where the childminder records the observations she makes, examples of their work and photographs of the children participating in a range of activities and experiences. The childminder effectively links the observations to the areas of learning to identify children's next step in their individual learning and development.

Children use their imagination as they cook pizzas in the play kitchen and the childminder effectively extends their play and learning by asking what they would need if they were making soup. Children readily respond by saying a bowl to put the soup in. Young children's early communication skills are developing well as the childminder encourages them to make the sounds different animals make such as, a dog and cat. A favourite story is 'The hungry caterpillar', which they readily listen to and afterwards they make a caterpillar out of egg boxes and all the items the caterpillar eats. Through the childminder's extension of their interests they talk about what other animals eat and search in the garden for slugs which the frogs eat and spiders' webs so they can see a spider eating a fly. Children readily name the colour of the different hairbrushes they are playing with and the childminder reminds them of number through everyday routines. For example, counting the number of people on the play bus or the steps and items they buy when out shopping.

Children are happy and demonstrate a sense of belonging in the childminder's home. They are developing good relationships with each other and the childminder who knows them well. The childminder acts as a good role model and children receive praise and recognition in their play, this assists them in developing their self-esteem. They readily say 'please' and 'thank you' when required and are aware to share the toys. Children are beginning to be aware of the lives of others as they celebrate a range of festivals and events including those in their home countries. However, the childminder has not yet implemented a system to obtain words in their home language from parents to enable children to access them while in the childminder's home. Children are beginning to be aware of environmental issues, as the childminder talks to them about recycling and children when watching the dustbin men are aware why they are putting plastic into one container and paper in another. Children are well nourished. They eat healthy snacks and meals that their parents have provided and the childminder ensures they can access a drink at all times. Younger children are able to sleep and rest when they require. Children have many opportunities to develop their physical skills including using the slide and a wide range of outdoor equipment. They go for regular walks and outings in the community and meet up with other childminders and their children, giving

them a chance to socialise with others and join them in their play.

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	1
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	1
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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