

Inspection report for early years provision

Unique reference number	EY438758
Inspection date	18/07/2012
Inspector	Sheena Bankier
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 registered in 2012. 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 aged seven and three years of age in Lower Earley, 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 childminder uses the whole of the ground floor of the house for childminding with access to the first floor for toilet and sleeping facilities. A fully enclosed rear garden is available for outside play. Her registration permits her to care for four children under eight years, of which two may be in the early years age group, at any one time. There are currently three children on roll in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children benefit from the childminder's fun and caring approach. Resources and activities are interesting, although there are fewer to help children learn about diversity. Children develop a basic understanding of practices that promote their good health. The childminder has not met some specific legal duties and requirements, breaching her conditions of registration, and a requirement in relation to consent for emergency treatment. Self-evaluation is not fully developed, although the childminder demonstrates a satisfactory capacity to maintain continuous improvement. Partnerships with parents and other settings are good.

What steps need to be taken to improve provision further?

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

- obtain written parental permission to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 08/08/2012

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

- review the the resources and activities which help children learn about diversity and difference
- develop further reflective practice and self-evaluation to identify the setting's

strengths and priorities for development that will improve the quality of provision for all children

- develop children's further knowledge and understanding of why they participate in activities and routines that underpin their good health, such as hygiene procedures.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a strong understanding of her responsibilities to safeguard children's welfare. She demonstrates an effective understanding of safeguarding issues, including the steps to take in the event of concerns arising. Good procedures promote children's understanding of safety, such as practising the evacuation drill. This effectively underpins their understanding of the procedures to follow if an emergency occurred.

The childminder has breached her conditions of registration as she has misunderstood these. As a result, she has been caring for more children than she is registered for in the early years age group. One of the minded children will start full time education in the near future. On this occasion, Ofsted does not intend to take further action. There is no impact on the care of the children and children receive appropriate care and attention. A variation to the conditions has been agreed to enable the childminder to care for the current minded children for continuity purposes. In addition, the childminder has not gained consent to seek emergency treatment or advice for all the minded children. This is a breach of a specific legal requirement, as the childminder must seek written parental permission when she starts caring for children. However, there is limited impact on the children as the childminder is very aware of the procedures she would follow in the event of a medical emergency.

The childminder forms positive relationships with parents. She provides good information to parents in a booklet about herself along with written policies and procedures. Parents who use the childminder's service speak highly of her. The childminder liaises closely with parents, which enables her to take account of their wishes and contribute these to her self-evaluation process. She asks children what they would like to do. This enables her to suitably take into account of their ideas. Although self-evaluation is currently basic, the childminder takes some appropriate steps to develop her practice, for example, through attending further training. This demonstrates the childminders appropriate commitment to driving and maintaining satisfactory improvement. The childminder communicates effectively with other settings children attend, supporting consistent outcomes for children.

Resources are easily accessible to children to enable them to initiate their own play and ideas. There are sufficient good quality resources that the childminder maintains in clean condition. The childminder promotes equal access to all age and developmentally appropriate resources, regardless of gender. The childminder demonstrates a strong commitment to promoting children's individuality, such as promoting the sharing of different backgrounds and other languages spoken at

home.

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

Children settle well with the childminder and are happy and at ease in her care and home. Positive relationships are in place between the minded children, and with the childminder. For example, children enjoy sharing a book, cuddling up together on the sofa with the childminder. As a result, children feel safe and secure, and develop a strong sense of belonging. The childminder underpins children's good awareness of safety through explanations and reminders, for example, why they should sit down while eating. The childminder takes children to social activities outside of the home, such as toddler groups. This supports children's in developing appropriate social skills and confidence as they interact with a larger group of children and adults. There are fewer opportunities for children use resources and engage in activities that help them learn about diversity and difference. The childminder actively encourages children to participate and be involved in activities together, positively promoting sharing and turn taking. She provides warm praise and encouragement to the children. This raises children's confidence and self-esteem effectively.

Children enjoy themselves with the childminder. The childminder positively responds to children with enthusiasm and a fun approach. The childminder provides good interaction with children to support and extend their learning and development outcomes. She asks some good open questions to promote children's critical thinking skills. Through play based activities she encourages children to recognise colours and use their mathematical skills, such as identifying different colour cars and counting the trains. The childminder undertakes ongoing observations of children including as they settle into her care. This enables her to establish children's learning and developmental starting points and identify children's needs for further challenge or support. She maintains records of children's achievements and progress towards the early learning goals. This enables her to track children's progress effectively. Children use resources that support their understanding of modern technology, for example, a remote control for the trains. The childminder provides good support to children's early reading and writing skills, such as using phonics and encouraging children to sound out words when reading a book with them. Conversations about transitions to school support children in being well prepared for these changes. As a result, children develop good skills for the future.

Appropriate hygiene routines are in place, for example, children have their hands cleaned with wipes before eating. Children eat a suitable balance of different foods including fruit and vegetables. This supports children's satisfactory understanding of healthy options. The childminder does not always consistently promote children's knowledge and understanding about personal good health, for example, through routines and activities about why this is important. Children benefit from suitable physical activity and fresh air, such as walks and visits to the nearby

parks.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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	3
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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	3
The extent to which children make a positive contribution	3
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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