

Inspection report for early years provision

Unique reference number	110520
Inspection date	11/02/2009
Inspector	Caroline Hearn

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder began minding in 1983 and has been minding for 26 years. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and grown up daughter in Thatcham, Berkshire. The whole of the property is used for childminding and is readily accessible. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time and is currently minding seven children, in both the early and later years age range, on a part/full time basis. The family pets include a dog, Lovebirds in an outside aviary and tanks of fish indoors.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children clearly enjoy the time they spend with this experienced childminder and she develops close and trusting relationships with the children and their families. The children are offered a wide range of exciting activities which are tailored to suit their individual needs. The childminder constantly reflects on her practice to ensure this best meets the needs of all children.

What steps need to be taken to improve provision further?

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

- consider how parents can be made aware of what learning outcomes the codes in their children's development records link to
- consider how links with other early years provision which the children attend can be extended to include their learning and developmental achievements

The leadership and management of the early years provision

The childminder is committed to developing her current knowledge and has undertaken a varied range of additional training. She then effectively implements the knowledge gained from these to enhance her existing good practice. The childminder also makes excellent use of self-evaluation to highlight any possible areas for further development. She also obtains written feedback from both the children and their families to ensure she is able to meet their ongoing needs.

The childminder maintains developmental records for each child in the early years age group. These records link to the Early Years Foundation Stage with a code that the childminder has developed. Parents, however, do not have details of the areas these codes link to which limits their understanding of children's progress in the learning. These records are also not shared with any other early years provision

the children may attend, which reduces the continuity of care between the childminder and other early years provision. The childminder is aware of how to safeguard children due to her good understanding of the appropriate routes of referral for any child protection concerns.

The quality and standards of the early years provision

Children form warm and trusting relationships with the childminder as she has taken time to get to know them and their individual preferences. Children undertake a wide variety of exciting activities such as going on a bug hunt or baking biscuits. Children's learning follows their interests and planned sessions are set aside to incorporate impromptu playing in the snow. Excellent use is made of these impromptu discussions to talk about what makes snow melt or how they can build snow men. The childminder ensures these interests are then followed up with indoor activities such as reading a book about a snowy day. The childminder makes good use of information gained on training sessions such as the benefits of doing brain gym exercises with the children to develop their hand-eye coordination. Due to this careful planning, children make good progress across all areas of their learning.

Children learn about safety and how to keep themselves safe. This underpins everyday activities such as encouraging the children to hold the childminder's hand when out walking and explaining why they need to stop and look before crossing the road. Children's behaviour is managed in a consistent way. The childminder makes good use of distraction and discussion, and as a result, children's behaviour is good and they are considerate to the needs of others. To promote inclusion, the childminder has positive images and resources which show children of differing abilities or those with different cultural backgrounds. She uses these to talk to the children about how we are all different. Children learn about the cultures and festivals of others, such as Chinese New Year. The childminder uses these opportunities to show the children their names in Chinese or learn about the animal linked to the year of their birth. Introducing other cultures to young children in this way engages their interest so best supports their learning. Children with additional needs receive excellent support. The childminder has purchased additional equipment to enable these children to join in with everyday activities such as wider buggies and high chairs. She ensures that she is fully aware of how to meet children's care needs and obtains detailed additional support and advice when required.

Children learn about making healthy choices at snack and meal times. The childminder offers them a wide choice of fruit or vegetables, and children discuss what they want and the tastes of different fruits. Children are safeguarded from the spread of infection as the childminder encourages them to follow simple everyday routines such as hand washing and not sharing cups. Children enjoy daily opportunities to undertake outdoor play and 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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.