

## Inspection report for early years provision

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<b>Unique reference number</b>	EY363987
<b>Inspection date</b>	10/09/2008
<b>Inspector</b>	Margaret Moffat
<b>Type of setting</b>	Childminder

## 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 registered in 2007. She lives with her husband and two teenage children, in Slough, Berkshire. The provider is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder uses the whole of the ground floor of the house for childminding. There is an enclosed garden for outside play.

The childminder walks or drives to local schools to take and collect children. She makes use of local facilities such as parks, the library and toddler groups. The family has two cats and a Ghecco.

The childminder may care for a maximum of six children at any one time. She is currently minding one child full-time and one child part-time in the early years age group.

## Overall effectiveness of the early years provision

The effective systems in place ensure children's individual needs are met. Children make excellent progress in all areas of development because the childminder observes and records what children can do and uses this information to support their next steps. The excellent two-way flow of communication ensures that parents are kept fully informed about their children's progress and their care in the setting. The childminder makes good use of the self-evaluation to identify key strengths and areas for further development. However, medication records are not always appropriately maintained and not all hazards are clearly identified. The childminder is committed to ensuring that her service is inclusive for all families.

## What steps need to be taken to improve provision further?

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

- further develop risk assessment process to cover anything with which a child may come into contact.

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

- ensure the records kept of medication administered to children includes the required information  
(Safeguarding and promoting children's welfare).

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## The leadership and management of the early years provision

The childminder has all relevant policies and procedures to ensure the safety and welfare of the children whilst in her setting, although the recording of medications is not always adhered to. She has a good knowledge and understanding of

safeguarding children and the procedures to follow if she has any concerns. She regularly reviews her risk assessment to promote children's ongoing safety, although some safety measures are not used effectively. She has a clear understanding of procedures to keep children safe on outings; however, the effectiveness of this on children's safety is difficult to assess as they are undertaken visually. The childminder organises the environment well to maximise the play opportunities for the children. They develop independence as they self select activities for themselves and confidently ask the childminder for other activities which are not within their reach.

The childminder spends time talking and playing with the children, she knows the children well and provides effective support for each child's needs. The childminder develops excellent relationships with the parents and recognises their role as central to their child's well being. She visits the children in their own homes and this helps to get to know them better and with the settling in process. Parents receive copies of all policies and procedures and the childminder asks them to sign these and discuss anything that may need clarification. Information is exchanged daily through verbal feedback and daily diaries for younger children. Regular newsletters inform parents of any changes to policies and procedures and the activities their children will be involved in during their time with the childminder. The childminder evaluates her practice in several different ways for example, requesting feedback from parents on the care and learning their children receive and is also involved in a quality assurance scheme. Parents report they are very happy with the service provided. Parents have access to their children's development records and the childminder shares with them the progress their children are making and what she is going to do next to develop this. The childminder holds a level four qualification in early years practice and regularly attends other courses as part of her commitment to improve the service.

## **The quality and standards of the early years provision**

The opportunities children are provided with ensure they make exceptional progress in their learning and development. The childminder ensures activities are age appropriate and observations completed help the childminder plan for their next steps in learning. Planning is flexible to follow the interests of the children and the childminder's perceptive interaction ensures they are provided with sufficient challenge at the activities. Children thoroughly enjoy playing with and exploring popped rice in the sand tray. They pour, scoop, eat the rice, and enjoy watching it flow through tubes. They experiment with sound as they rub the rice in their hands and listen to the noise it makes. The childminder extends the activity as she encourages the children to listen and think about the sounds as they drop it onto different surfaces. For example, as it falls on a spoon the children say it 'tinkles' and as it falls onto the base of the sand tray they say 'it's like rain'. Children have fun as they crush the popped rice with a hammer and feed it to the dinosaur. The children have opportunities to develop their fine motor skills as they use tools such as spoons and pencils when drawing. They choose books for pleasure holding these correctly and chatting to themselves about what they see in the pictures. They point to the picture and say 'look she's dancing'. As they play with the train set they make train noises as they move the train around the track. Children are beginning to

count as they look at pictures on the wall and count the ducks; the childminder extends this by asking what the noise the duck makes and what colours they can see in the picture. Children confidently chat to visitors and co-operate well together at activities. They are content to explore and investigate in their surroundings.

The childminder has appropriate strategies for behaviour management. She develops positive house rules with children through visual aids such as the 'sunshine chart' and 'thinking tree'. She deals effectively with minor disputes according to the age and understanding of the children. Children are continually praised and encouraged for their efforts and sticker charts are used as a reward for acts of kindness. The childminder is a good role model and children copy her good example using please and thank you at appropriate times. The childminder makes good use of sign language such as makaton to encourage younger children's language skills. There is a good range of toys and resources to promote positive images and displays of children's work related to a current topic ensures they are valued and respected, promoting their self esteem.

The childminder has appropriate procedures in place to promote the health of children, however the medication requirement is not met as the childminder has not recorded the name of the medication administered. The childminder ensures children understand the importance of good hygiene routines from an early age to promote their personal independence. Each child has their own towel on a hook in the kitchen and toilet; younger children's are positioned at their height with a photograph showing them which one is theirs, whilst older children have their names. Visual displays gently remind children the importance of hand washing. Regular discussions about safety issues such as stranger danger and road safety along with regular practicing of the emergency evacuation ensure children are developing an understanding of keeping themselves safe within the home and on outings.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

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

### Leadership and management

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

### Quality and standards

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

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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.