

Inspection report for early years provision

Unique reference number	EY371033
Inspection date	20/05/2009
Inspector	Susan Mary Deadman
Type of setting	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 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 was registered in 2008. She lives with her partner and their 18 month old child. The family live in a second floor flat in Windsor, Berkshire. All areas of the home are used for childminding.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children, of whom no more than one may be in the early years age group at any one time. The childminder currently cares for one child within the early years age range.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make good progress in their development and benefit from the childminder's clear understanding of their individual needs. The childminder has the capacity to maintain continuous improvement. She is developing her understanding of the Early Years Foundation Stage (EYFS) framework.

What steps need to be taken to improve provision further?

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

- gain further understanding of the EYFS, with particular regard to the early learning goals in order to support children's progression through all their stages of development
- include the swimming activity in the risk assessment record
- develop systems to monitor the effectiveness of the setting, identifying the areas for improvement and steps taken.

The leadership and management of the early years provision

The childminder is committed to promoting children's safety and welfare and as a result children are able to move around freely as potential hazards are minimised. A stringent emergency evacuation procedure is in place which promotes children's safety. The childminder has devised written risk assessments which further safeguards children. She takes highly effective safety precautions during swimming outings, however, this activity is not included within the written assessments. A written child protection policy and complaints procedure is shared with parents, which provides them with clear information relating to her responsibilities.

Since registration the childminder has attended the introduction to childminding practice and has gained a paediatric first aid certificate to support her in the care of the children. She is beginning to evaluate the effectiveness of the setting, has identified the need to enhance her knowledge and understanding of the EYFS, with

particular regard to children over the age of two years and is booked onto training to facilitate this.

The quality and standards of the early years provision

Children enjoy themselves at the setting as they are happy and relaxed in the childminder's warm and affectionate care. She has a clear understanding of their individual needs and caters well for these, for example, she provides dual language interactive toys to promote children's communication and language skills. Children enjoy activities which provide them with the opportunity to practise and develop their increasing language and mobility skills. They chuckle away happily as they stomp around on the crinkly play mat.

Children benefit from a varied range of interesting and purposeful outings. For example, the childminder takes them to the local park for physical play and exploration, musical movement groups and the library for story times. Children also participate in regular swimming activities.

The childminder has a clear understanding of children's abilities and is aware of their developmental needs. She records their milestones and shares information relating to children's progress with parents on a regular basis. Effective use of informal observations enables the childminder to develop children's positive self-esteem and confidence as she supports them in their achievements.

The premises are well organised to enable children to derive the best use of the facilities. Children enjoy scooting around on sit and ride toys or can rest quietly in their cot in the bedroom whilst frequently monitored by the childminder.

The childminder works well in partnership with parents and gains written permission for issues, such as medication and emergency medical treatment. Records meet the required standards, for example, the childminder records the hours of children's attendance and maintains medication records which are signed by parents.

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?	3
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?	2
How well are children helped to make a positive contribution?	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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