

## Inspection report for early years provision

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| <b>Unique reference number</b> | 105546       |
| <b>Inspection date</b>         | 04/03/2009   |
| <b>Inspector</b>               | Aileen Ewins |
| <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 has been registered since 1998. She lives with her three children, aged 19, 16 and 13 years, in a detached house situated on the outskirts of Slough. There is an enclosed garden to the rear of the premises. Childminding takes place mainly on the ground floor with access to toilet and sleeping facilities on the first floor. There are no family pets.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years of age. Of these, three may be in the early years age group at any one time. Currently, the childminder has three children on roll, on a part-time basis, who are within the early years age group. The childminder is also registered to provide overnight care for two children under eight years of age.

The childminder is happy to support children with particular needs and/or disability.

## **Overall effectiveness of the early years provision**

The quality of the provision is good. The childminder is calm and supportive in her care; offering children a safe, happy and inclusive environment. The childminder understands and acts appropriately to safeguard the children she looks after. She has a strong understanding of the Early Years Foundation Stage (EYFS) framework and is aware to plan for and support children's individual needs. The childminder takes appropriate steps to continually assess her provision and therefore clearly recognises any areas she identifies for improvement.

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

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

- further develop children's knowledge and understanding of the world, differences and similarities, past and present events, cultures and beliefs, programmable toys and everyday technology in order to enhance their curiosity and interest

## **The leadership and management of the early years provision**

The childminder shares her policies with parents. They are therefore aware of the procedures in place which help to support their children's safety and well-being. For example, they understand the sickness, equal opportunities, behaviour management, confidentiality, complaints and child protection policies. The childminder is proactive to ensure that her home and garden are safe. She conducts regular risk assessments and updates these often. When out and about, car journeys, routes and outside environments are assessed also. Potential hazards

are therefore identified, which in turn means that the risks to children are minimised. The childminder safeguards the children she cares for well. She is secure in her understanding of the signs and symptoms of abuse and the procedures for reporting any concerns. Likewise, she is also aware to protect herself from false allegation. The childminder documents children's attendance. She is aware to record any accidents which occur and to have written prior parental consent for any medication which is administered. The childminder has completed paediatric first aid training. Children's personal documentation is recorded and kept confidentially. The Ofsted poster and certificate of registration are displayed clearly.

The childminder has completed EYFS training and liaises with her Early Years development co-ordinator regularly. She has a good understanding of the framework and the need to plan for the individual child. The childminder takes time to find out about children's individual needs through regular exchange of information with parents and on-going assessment. She is warm and caring in her approach and has a solid knowledge of children's likes, dislikes and favourite pastimes. The childminder has a good relationship with the parents of the children she cares for.

By continually assessing her provision, the childminder develops any areas she identifies for improvement. Equally so, she clearly evaluates her areas of strengths. She recognises these as providing appropriate resources which support children's learning, a safe and happy environment for children to play in, healthy and nutritious meals and that she offers children lots of praise, encouragement and clear boundaries.

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

Children are happy and settled in the childminder's care. She has an extremely warm relationship with the children, who respond to her well. Children are happy to sit with her sharing books, play and cuddles. The childminder is enthusiastic in her approach and offers children opportunities to be inquisitive and interested in their activities. Children are encouraged to be respectful to one another, share and be kind. Children are provided with a wide range of resources and time is spent out and about at toddler groups, local parks, soft play centres and out in the community.

The childminder has acquainted herself well with the EYFS and provides learning opportunities which cover all six areas of the framework, although opportunities for children to develop their knowledge and understanding of the world are less well developed. Children can access their toys easily and activities are a balance of child-initiated and adult-led play. They enjoy playing musical instruments, singing songs, art and craft, reading books together, water play, puzzles, learning to share, role play, learning new words and practising familiar ones as well as counting within everyday discussions. Memories of exciting, out of the usual events are made, such as playing in the snow. The childminder has put together delightful profile records for the children. She completes an initial 'all about me' assessment and updates this every few months to give herself a clear picture of how children

have developed. Play and activities are linked to the EYFS and the childminder uses a picture and observation account to plot children's progress towards the early learning goals. This development record is shared with parents, who are proactive also in exchanging information with the childminder. The records help to identify important milestones such as taking a few steps, thoroughly having fun emptying the toy box to find a favourite toy and playing musical instruments. The childminder is thorough in identifying children's next steps and therefore they progress well as she provides for their individual needs. For example, she observes how a child is happy on the slide but not so on the swing; and therefore time is spent building a child's confidence. Another loves banging toys to make a noise and is provided with instruments such as bells and a drum to help him build on this favourite play.

Children's well-being is cared for well. Children start to learn good hygiene routines as they wash hands and faces from an early age, get plenty of fresh air and daily exercise; and enjoy the healthy and nutritious meals and snacks which the childminder provides for them. The childminder's home is kept clean and safe. Children start to consider their own safety by learning about safe road crossing with the childminder and how to play safe in the park, while at the same time learning about their own boundaries. The childminder makes certain her car is maintained well and children use appropriate car seats when out and about. Smoke detectors are fitted with fire service guidance and checked often. The fire drill has been practised with the children. Children behave well. They have started to be aware of other people's feelings, our similarities and differences.

## 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

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

### Leadership and management

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

### Quality and standards

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|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 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?   | 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](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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| 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**

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.