

## Inspection report for early years provision

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<b>Unique reference number</b>	105501
<b>Inspection date</b>	06/02/2009
<b>Inspector</b>	Glenda Pownall
<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 2001. She lives with her husband and two children, who are aged 10 and 11 years, in Cippenham near Slough, Berkshire. The childminder uses the whole of the premises of the house for childminding with the exception of one bedroom. There is an enclosed garden for outside play. The childminder makes use of local facilities, such as parks, the library and toddler groups. The family has rabbits and guinea pigs.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children at any one time. She is currently minding five children in the early years age group and two older children.

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

Overall, the quality of the provision is good. The childminder is flexible and caring. She offers an inclusive service where children are valued as individuals. Children make good progress as they enjoy worthwhile experiences that cover all areas of learning. The childminder continually assesses her practice and displays a commitment to maintain continuous improvement. This includes attending training in order to support the efficient implementation of the Early Years Foundation Stage.

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

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

- extend the record of risk assessment to include each type of outing children go on, consider the safety of young children sleeping upstairs without a barrier to the room or stairs and follow the manufacturer's guidelines with regard to the age of child able to use the trampoline
- continue to develop the systems to show clearly the links between what children can do and their next steps in learning. Discuss with parents and incorporate into this system what children can do when they first start and ensure parents' wishes with regard to the activities their children participate in are fully understood
- review mealtimes and activities undertaken at the table to ensure that all children are fully included and able to sit comfortably and safely.

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

All required policies and procedures are in place and effectively used by the childminder to support the well-being of children. Children have sufficient space to move around and play freely and safely and most resources are within their reach, developing independence skills. The childminder reflects on all aspects of her

provision and consults with parents regularly to ensure she continues to meet the welfare needs of each child. The childminder has made improvements since the last inspection. She now records existing injuries children arrive with and she has updated her first aid training. This ensures she is able to take the appropriate action in the event of an emergency. Children are cared for in a safe environment because the childminder carries out a detailed risk assessment that is reviewed regularly. This record however, does not include the outings children go on, or consider if a barrier is required on the first floor when mobile children are asleep, or the suitable age range for the trampoline. The childminder has a good understanding of the procedures to follow if concerned a child is at risk of abuse. She is booked on a course to update her safeguarding knowledge, which is in the best interests of children in her care.

The childminder fosters good working relationships with parents. She shares her written policies with them, provides a daily diary detailing activities and routines, and compiles a monthly newsletter. Before children start, she visits them in their home with toys from the setting and obtains all necessary consents. This all contributes to continuity of care for children although she does not always discuss fully with parents all the information they record, to ensure she fully understands their wishes. The childminder discusses with parents their children's progress towards the early learning goals once they are in her care but she does not discuss their starting points prior to this. The childminder liaises closely with parents to support children with any specific developmental difficulties and is willing to work with any other settings children attend. Parents are happy with the care and education their children receive, they particularly like the positive way the childminder engages with children and the creative activities undertaken. All activities and routines are adapted to include all children, but activities carried out at the table do not fully support this because some children have to kneel up to reach food or resources and occasionally young children sit away from the table in a low chair.

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

Children are happy and secure in the care of the childminder because of the warm and welcoming environment she provides. The childminder has a consistent approach to managing children and their behaviour. She positively reinforces good behaviour and encourages sharing and turn taking. Consequently, children behave well. The childminder's knowledge and understanding of child development ensures there is a wide range of activities to support different aspects of children's learning. There is a good mix of adult-led and child-initiated activities enabling children to follow their interests and make decisions about what they wish to play with. The childminder regularly observes and assesses children at play and uses this information to support future planning. The individualised learning records for each child are complex and detailed but do not easily identify progress, as the links between what children can do and their next steps in learning are not clearly recorded.

Children are interested and occupied in the activities that are supported by a good variety of resources to stimulate their play. For example, hand and finger puppets

inspire children to create and tell a story about people and sharks. The childminder skilfully uses good questioning techniques to extend the activity by encouraging children to think about the feelings of others. Children enjoy measuring, mixing, kneading and shaping dough to make bread. The childminder knows children well and provides those who do not like touching different textures with a fork so they can participate in the activity. Other activities to enable children to experience with different textures include spooning cooked pasta and jelly into socks to squish. Children learn to be considerate of the needs of younger children as they help with routine tasks, such as passing a clean nappy to the childminder.

Children develop understanding of the importance of exercise as part of a healthy lifestyle as they regularly go for walks, on treasure hunts and visit parks and soft play centres. Children have their health care needs met as the childminder works closely with parents. They learn effective personal hygiene procedures, such as brushing their teeth after lunch, through good support from the childminder. The childminder is particularly efficient at developing children's awareness of how to keep themselves safe. Children go on 'danger hunts' with magnifying glasses, practise emergency evacuations and are asked to consider the safety of younger children.

## 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

<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

<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

<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?	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](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**

There have been no complaints made to Ofsted since registration.

currently include information about complaints in an annex to their inspection report

will in the future remove the annex from the published version

will publish the complaint information separately on our website, on the same page as other information we publish about them.

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.