

## Inspection report for early years provision

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<b>Unique reference number</b>	EY312999
<b>Inspection date</b>	13/01/2009
<b>Inspector</b>	Samantha Hunt
<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 2005. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their three children aged 13, eight and four and a half years in Slough, Berkshire. The whole of the ground floor and first floor are used for childminding and there is restricted use of the second floor. There is a fully enclosed garden for outside play. The family have two cats.

The childminder is registered to care for a maximum of five children at any one time, of which, three children may be in the early years age group. She is currently minding three children, two of which are in the early years age group and all attend on a full or part-time basis. The childminder walks and drives to take and collect children from school. The childminder attends the local parent and toddler groups and is a member of a local childminder support group.

The childminder is a member of the National Childminding Association.

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

Children clearly benefit from the stimulating and caring environment the childminder provides. The childminder demonstrates a very good understanding of the Early Years Foundation Stage (EYFS) and is implementing it effectively to ensure she meets all children's individual welfare, learning and development needs. Her professional approach to childminding and continual improvement ensures outcomes for children are positive.

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

To further improve the high quality early years provision the registered person should consider:

- further developing systems for sharing development records with all parents

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

The childminder has excellent systems in place to support her childminding. She is proactive in updating her knowledge and has attended lots of training since her last inspection, such as child protection, EYFS, food safety and first aid. She clearly sees the benefit of continual improvement and has good systems in place to keep up-to-date and review her practice. For example, she has addressed the recommendation from her last inspection, she meets regularly with other childminders and requests feedback from parents both verbally and written.

Although effective partnerships with parents are in place, the childminder has highlighted that she can continue to build on these through regular sharing of

children's developmental records. The childminder shares all documentation relating to her practice with parents. She provides them with both written and verbal feedback on their children's day and is pro-active in addressing any concerns parents may have. Parents speak highly of the childminder and value the service she is providing for their children.

The childminder takes excellent steps to safeguard the children in her care. These include practising the fire evacuation with children, recording all visitors and using safety equipment, such as socket covers, stair gates and door wedges effectively. She undertakes regular risk assessments of her home and the outings she takes the children on. She has effective systems in place to monitor and review these risks. The layout of both inside and out is very good and allows children plenty of space to play and rest in comfort and safety.

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

The children are clearly flourishing in the childminder's care. They confidently make their needs known as they play with the toys and resources. Children have access to an ample supply of good quality toys and resources and are freely able to make choices about what they want to play with. The childminder ensures she interacts with children at their level, observing and supporting them effectively as they play and learn. For example, she encourages conversation to develop children's language skills, encourages them to count animals as they take them from the toy box and identify which sound is the loudest after they have made some shakers. Children eagerly enjoy a music session, shaking tambourines and banging the drums and cymbals. They take turns to bang the drum, with older children showing kindness to those younger who are just getting to grips with sharing concepts. Children develop their imaginations well as they make cups of tea at the cooker, and then take the cups and teapot off to the bathroom sink for a wash because they are dirty. The childminder plans a broad and varied range of activities and experiences to support and extend all children's learning. Children make very good progress in their learning because the childminder regularly observes and documents their progress. This informative evaluation helps the childminder to plan effectively for the children's next steps in learning.

Children play in a clean and very well maintained environment. Children become aware of their own safety, as the childminder gently reminds them not to run indoors and to be careful when climbing on to a chair for snack. Children are learning about good health and hygiene through positive discussion and practice with the childminder. The childminder provides children with individual hand towels on their own named hook, and ensures soap and a toilet step are within easy reach for them. The childminder has completed a level 2 qualification in food hygiene and is registered with the Food Standards Agency. She has robust systems in place to ensure hygiene standards are maintained, such as checking the fridge temperature and cleaning toys.

Mealtimes are a social occasion with children sitting around the table enjoying their food and chatting to the childminder. All meals and snacks are currently provided by the childminder, who plans a balanced weekly menu, which takes into account

all children's individual dietary needs. Children are actively encouraged to help prepare their snacks and lunch, for example, spreading the butter on their bread and cutting up fruit. Younger children are fed according to need and individual routine. For example, they enjoy their bottle in a quiet room in the arms of the childminder. The childminder demonstrates a very good understanding of all the children's individual needs. She shows children lots of warmth and kindness, and gives lots of positive praise and encouragement. For example, using words, such as beautiful, wonderful and lovely to describe their creations or actions. This builds confidence and contributes to them being happy and settled in her care.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
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?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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?	1

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.

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.