

## Inspection report for early years provision

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<b>Unique reference number</b>	EY225601
<b>Inspection date</b>	20/08/2009
<b>Inspector</b>	Margaret Davie
<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 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 2002. She lives with her husband and 10 year old twins in Burnham near Slough. The whole of the ground floor of her house, as well as the first floor toilet facilities, are used for childminding. A fully enclosed garden is available for outside play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children at any one time, of which three may be in the early years age group. She is currently minding three children in the early years age group and three older children, aged over five years to 10 years. Children attend for a variety of sessions. The childminder walks or drives to local schools to take and collect children and regularly attends toddler groups. She is a member of the National Childminding Association.

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

Overall, the quality of the provision is good. Children's needs are well known and their learning and development are successfully promoted. Their welfare is supported and parents are kept fully informed about their child's development. The childminder makes links with other settings they attend, which promotes their continuity of care. As a result, children develop a sense of security and make good progress given their ages and starting points. Ongoing self-evaluation is conducted in order to identify areas for development and regular discussions with parents and children ensure her service remains responsive to their needs and is fully inclusive.

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

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

- develop the observation and assessment system, ensuring that all observations and work samples are dated, in order to provide evidence of progress, and explore ways of sharing assessment information with other settings attended by children
- request parents countersign the accident and medicines record to promote children's welfare
- keep a record of the risk assessments for outings, showing when they were carried out, the date of review and any action taken following a review or incident, to ensure the needs of children are met

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

The childminder's home is clean and welcoming, and well organised to encourage children to follow their interests and develop at their own pace. Resources are stored in suitable, open boxes from which they can help themselves to toys they

find interesting. Her home and equipment are checked regularly, ensuring any hazards are minimised and as a result children move around freely and safely. She ensures that all adults in her household are vetted and takes her responsibility for keeping children free from harm seriously. Details about any accidents are recorded and shared with parents and she asks them for their prior written permission to administer any necessary medication. However, she does not always request they countersign these records to show they have been informed. A range of procedures is in place to make sure children go about their daily routines safely and a risk assessment is conducted for all outings to protect them while outside of the home. However, she does not maintain a record to show when these risk assessments were done, to make sure they are reviewed within the required time frames. The childminder evaluates her practice effectively and has an understanding of areas in need of further development, such as her observation and assessment system, in order to improve outcomes for children. She has addressed the recommendations made at her last inspection. For example, now ensuring she wears gloves whenever she changes children's nappies, to minimise cross infection. She is positive about attending on-going training in order to update her skills and is enhancing her understanding of the requirements of the Early Years Foundation Stage curriculum. Good partnerships with parents are developed and maintained, and all policies and procedures are produced in written format so they can be easily shared with them. This promotes inclusion for all families.

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

Children are happy and go about their routines with confidence. They move around the home freely, choosing for themselves the activities they wish to pursue. The childminder treats them with kindness and is calm and consistent in her dealings with them. As a result they are comfortable and happy in her care. They enjoy a variety of activities which help them make good progress toward the early learning goals and prepare them for the future. They model with play dough, rolling and cutting using a range of small tools and blow through straws to produce 'blow paintings'. They help themselves from the big box of books and develop their language, repeating the names of characters, as the childminder reads to them. They write and draw using pencils, crayons and markers and develop an understanding of how to use writing in everyday activities, as the childminder talks to them about making shopping lists. Children are treated as individuals and the childminder involves herself in their play well to support their learning and development. She helps them to manipulate small modelling tools and equipment and encourages activities she knows will challenge them. She has started to keep records of the observations she makes of the children and is linking these to the requirements of the early learning goals to identify their next steps. She supports her observations with examples of children's work as well as photographs which are always available to parents, ensuring they are well informed about their child's progress. However, the observations and evidence are not dated and consequently, any concerns about a child's progress over time to identify gaps in their learning may not be easily evident. Links with other settings attended by children are maintained to promote their continuity of care; however, this does not yet include the sharing of information about children's progress.

Children behave well and through sensitive discussion with the childminder, gain an understanding about having regard for the needs of others. For example, older children are encouraged to be tolerant of those who are younger than themselves, and not quite as accomplished at games. They learn about the world around them on outings in the locality, visiting the library and on walks to the High Street. They mix with other children at toddlers and at planned visits to other childminders, thereby developing their social skills. Their health benefits from regular outdoor play, using the good range of equipment such as balls, bats and fixed equipment in the childminder's garden. They really enjoy playing in the Wendy House, excitedly preparing a picnic to share with their friends using the extensive range of toy crockery and food. Children have access to drinks throughout the day to ensure they are well hydrated and are encouraged to wash their hands regularly. The bathroom is well equipped with a step and liquid soap to make hand washing easy, but because children all share the same hand towel the spread of germs is not as well minimised as it could be. Children learn about keeping themselves safe because the childminder supervises them carefully and reminds them about safe play, for example not to stand on the sofa and to make sure they go down the slide sitting on their bottoms. A range of equipment is in place to keep them safe in her home, a stair gate prevents access to the steps and a fire screen is in place in the lounge. She has drawn up an evacuation procedure for their protection and practises fire drills with them, to make sure they know what to do in an emergency.

## 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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