

## Inspection report for early years provision

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<b>Unique reference number</b>	EY218296
<b>Inspection date</b>	25/09/2009
<b>Inspector</b>	Lynne Elizabeth Lewington
<b>Type of setting</b>	Childminder

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## 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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## **Description of the childminding**

The childminder registered in 2001. She lives with her husband and four children in Cippenham, near Slough. The whole of the ground floor of the childminder's home is available for childminding and rest. There is a fully enclosed garden available for outside play. The property has level access and toilet facilities on the ground floor. The family has four cats, a hamster and a fish.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children in the early years age range. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to the local schools to take and collect children and attends the local toddler group. She is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy the child centred environment of the childminder's home, where they have attractive resources both indoors and out. The childminder forms positive caring relationships with the children enabling them to feel safe and happy in the setting. Through daily communication with parents the childminder develops her awareness of the individuality of each child and adapts accordingly. Improvements have been made since the last inspection. The childminder demonstrates a strong commitment to continuous improvement and development and is enthusiastically participating in a early years self improvement scheme.

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

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

- improve the written risk assessment to include more detail including risk management and the date of review
- improve child protection procedure to include what action will be taken if allegations are made against the childminder or members of her household
- seek more information from parents regarding children's abilities, interests and development in order to work together to promote development

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

Children's well being is safeguarded by the childminder's awareness of the signs and symptoms of child abuse and her knowledge of the action she must take if she is concerned about a child in her care. She is aware of what to do if allegations were made against her but currently her procedure does not reflect this. The

childminder is vigilant to risks and manages them well, however, currently the risk assessment lacks detail and does not indicate when it is reviewed. The rules of the house help children learn to observe boundaries and learn about safe behaviours.

Excellent use is made of the ground floor of the property and the garden, providing the children with an interesting play environment. Covered areas in the garden enable the children to enjoy outdoor play in all weathers if they wish and an extending fence ensures young children can be contained in a smaller area of the garden if required. Recent additions to the garden include a large blackboard area where children draw and practise writing skills. Indoors, toys and books are stored at low level in containers enabling children to make independent choice in their play. The furniture is organised enabling the children to play on the floor, at the table or to sit comfortably on the sofa. Naps are taken on the sofa enabling the childminder to keep a watchful eye as the child sleeps.

The childminder strives for continuous improvements to her service. She has attended many training opportunities to increase her skills and knowledge and takes advantage of opportunities to increase her resources. Currently she is evaluating her work and resources and continually making improvements through her participation in a local scheme using the 'Bristol Standard'.

Care is taken to recognise the individuality of children and meet their individual needs. Information is gathered from parents regarding culture and diet. Positive relationships with parents develop because the childminder makes them welcome and shares information each day about the children's activity, diet and nappy changes. A daily diary, face to face contact and phone calls all help to provide good communication. A questionnaire provided by the childminder indicates parents and their children are all very happy with the service offered. The childminder works in partnership with others involved in children's care, sharing information to ensure children receive consistent care.

## **The quality and standards of the early years provision and outcomes for children**

Children thrive in the nurturing care of the childminder. Their days are filled with a variety of experiences and activities which encourage all aspects of their learning. The childminder demonstrates a good awareness of when to observe, participate or intervene in their play. For example, children enjoy her participation in the tea party as items are passed to her. This imaginative game also provides opportunities for matching and sorting as the child finds the correct sized lids for the teapot and matching cups. Mark making materials are available and a large outdoor blackboard provides opportunities for outdoor creativity. Good quality books are easily accessed. Children enjoy the intimacy of sharing a story with the childminder sitting close to look at the pictures and comment on what they see. The childminder recognises that children need time to make their own choices and sometimes play alone. She ensures they have opportunity to do this whilst remaining very vigilant of their activity. However, whilst the childminder observes and assesses the children progress well limited information is gathered from parents regarding children's developmental starting points.

Children's awareness of how to promote their own good health is increasing through the activities they do. They have good opportunities for physical activity in the garden and in local parks where they enjoy climbing frames and the opportunities to run and play ball games. Familiar daily routines provide a sense of security. The children enjoy regular snack and meal times and drinks are always available to prevent dehydration. Gentle reminders encourage the children to learn appropriate hygiene routines such as nose blowing and hand cleaning.

Children's confidence to explore the environment and seek the childminder's assistance indicates they feel safe in the environment. They learn safe behaviours both in the home and on outings, for example, not throwing toys or climbing on the furniture and learning to look and listen as they cross the road.

Children learn to share and take turns in their play. They learn good manners and to consider others through the childminder's good example. Their self esteem is encouraged through meaningful praise and encouragement. The children have access to a variety of resources which reflect our diverse society and they go on many outings in the local community enabling them to meet a variety of people. These opportunities increase children's social skills and awareness of others. As a result of the broad variety of experiences and activities the children undertake they have good opportunities to develop valuable skills to promote their future learning.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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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