

## Inspection report for early years provision

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<b>Unique reference number</b>	EY391605
<b>Inspection date</b>	03/12/2009
<b>Inspector</b>	Susan Mary Deadman
<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).

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 was registered in 2009. She lives with her husband, two adult children and her two year old child in Cippenham, Slough, Berkshire. The family have one pet cat. All downstairs areas are used for childminding. There is no access to garden facilities within the premises.

The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. She is registered to care for a maximum of five children at any one time; of these, two may be in the early years age group. She is currently caring for two children in the early years age group, both of whom attend on a part-time basis.

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

Overall the quality of the provision is good.

Children benefit from the childminder's commitment to providing a safe and stimulating environment in which the needs of all children are met. The childminder's clear understanding of the Early Years Foundation Stage framework (EYFS) ensures that children make good levels of progress in their development. The childminder has fairly good systems in place to observe children's development and record the outcome. She is beginning to develop her planning for the next steps of learning and is aware of the need to monitor children's progression through each of the six areas of learning, although methods to facilitate this are in their infancy.

Partnership with parents is good and children benefit from effective levels of communication which ensures the childminder is very familiar with their individual needs. Records policies and procedures are generally good in quality and therefore effective, although the safeguarding children procedure lacks some of the necessary detail. The childminder demonstrates a good capacity to maintain continuous improvement.

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

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

- further develop the information contained within the safeguarding children statement by recording the step by step procedures to be followed in relation to reporting concerns and gain the details of the investigating agency to facilitate an effective referral procedure
- devise systems to monitor the effectiveness of the education provision by tracking to ensure that children are making progress through all six areas of learning
- develop the planning of the next steps to clearly show the intention for children's next stage of learning.

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

The childminder is generally very well-organised and has a good range of policies and procedures in place to promote the welfare of children. She has a clear understanding of child protection issues including the possible indicators of abuse. Although she has a reasonable amount of written information relating to referral procedures these do not clearly identify the appropriate agency to contact should she have concerns. This limits the effectiveness of this procedure.

The childminder organises her toys and equipment to facilitate children's independent access to play items. She is highly vigilant and monitors the children's safety to a good level. Risk assessments are in place to further promote children's welfare. The childminder cares for children in premises which are well maintained, safe and secure. The written assessments take into account procedures for outings which further supports children's safety.

There are effective self-evaluation procedures in place which highlight the strength of the provision and identify areas for development. The childminder's knowledge of the EYFS promotes children's welfare as it ensures that the required procedures are in place and the vast majority are effective. For example, the childminder maintains a daily record of children's attendance and she seeks parental permission for children to receive emergency medical care if needed. The childminder has the required paediatric first aid certificate and is covered by public liability insurance.

Children benefit from the good partnership the childminder has with their parents. She gathers a broad range of information which she uses to meet children's individual needs. Information recorded on the children includes their dietary requirements, language and religion. She discusses children's personalities with their parents and her knowledge of the children enables her to promote their self-esteem. This is particularly evident in the way she builds children's confidence and as a result encourages their participation in activities. The childminder provides parents with a good amount of information relating to the service she provides. This gives them a good overview of how the childminder cares for their children.

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

Children enjoy their time in the childminders' company and show that they feel secure and settled in her home. They are very much part of the family composition and greet the childminder's family enthusiastically. Children behave well and the childminder deals with minor disagreements appropriately so that children learn to share and play well together. The childminder promotes children's welfare as she encourages them to adopt good hygiene procedures. For example, children are familiar with the routine of washing their hands prior to eating. Meal times are sociable occasions where children sit together at a small table and chairs set and

talk about the origins of some food. Children are learning how to take responsibility for their own safety. They understand the hazards of running around too fast in the house and are watchful for traffic when crossing roads.

The childminder is making good use of photographic evidence which shows the areas of learning covered through the play activities and daily routines. She observes the children and records this information. However, the next planned steps for children's learning do not clearly show how the childminder intends to support children's progress and there are no clear monitoring procedures to ensure children make the best progress through each of the early learning goals.

The childminder uses praise and encouragement to promote children's confidence and self-esteem. Through supportive encouragement children join in activities such as music making with drums and shakers, dancing and singing nursery rhymes and songs. Children are gaining an awareness of letters and sounds and enjoy calling out the names of items on the pictures on flash cards. They continue this by pointing out these familiar items within the home.

Children benefit from a wide variety of activities. They enjoy baking cakes, construct with bricks and play with small and large vehicles. Children very much enjoy role-play and the childminder extends their imagination through effective interaction. They pretend to prepare meals, talk on the phone and push their babies around the room in small buggies.

The childminder ensures that children have regular access to fresh air and exercise and makes good use of the local green for outdoor play. Children gather items of interest such as conkers and the childminder uses this opportunity to develop their learning. For example, she encourages children to count the conkers as they lay them in a row to make a train and children use the conkers and leaves to produce interesting colleges.

## 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	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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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