

Inspection report for early years provision

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| Unique reference number | EY392034 |
| Inspection date | 01/12/2009 |
| Inspector | Sarah Street |
| Type of setting | 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 2009. She lives with her partner and two children aged three and six years in Eton, Berkshire. The whole of the childminder's home is used by the children. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than two of which may be in the early years age range. She is currently minding two children in the early years age range. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's gentle and caring interaction with the children helps them feel secure, resulting in children enjoying their time with the childminder. She recognises the uniqueness of each child and provides an inclusive service. All children have their learning and welfare requirements effectively met as the childminder is aware of each child's individual needs, routines and abilities. The childminder demonstrates her commitment to ongoing improvement as she reflects on what works well and the areas she would like to develop.

What steps need to be taken to improve provision further?

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

- further develop the opportunities for children to actively gain an awareness of the cultures and beliefs of others.

The effectiveness of leadership and management of the early years provision

The childminder understands her important role in safeguarding children and gives this high priority. Effective procedures are in place for identifying any child at risk from harm and liaising with the appropriate child agencies. Detailed risk assessments demonstrate the childminder's ability to identify risks and take any necessary action to minimise them. Close supervision and effective systems further support children's safety. On outings each child has a key ring which provides emergency contact details should there be any incidents. The childminder also confidentially carries information about any medical needs for each child. Children learn about taking responsibility for their own safety as they participate in fire

evacuation drills and talk about road safety. The childminder's home is welcoming. Space is well organised which enables children to move, play, rest and eat safely. Toys are attractively displayed and children happily choose what to do from the low level shelves and boxes. All required documentation is in place, neatly recorded and appropriately shared.

Strong links are developed with parents as suitable policies and procedures are implemented and shared. Feedback from parents indicates they are very happy with the care their children receive. Effective communication takes place, supporting individual children, and is used to promote their achievement and well-being. Parents are encouraged to be involved in their child's learning having access to their records. The childminder offers ideas as to how learning can be extended at home and provides regular newsletters to further support this. Good links have been developed with the local nursery and school some children attend to ensure continuity in learning and care.

The childminder demonstrates her good knowledge of the Early Years Foundation Stage by planning a varied and stimulating range of play experiences which support each child's learning and development. Activities are well planned and based upon accurate observations. For example, a variety of different sized sensory balls are used to encourage younger children's mobility. They show their enjoyment in this activity as they smile and reach out for them. The planning and assessment system is used to record achievements and identify learning and development needs.

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

Children respond positively and happily to the caring and kind nature of the childminder and the appropriate support she gives them. This encourages the children to develop their independence. For example, children who are developing their self-help skills in the bathroom are allowed to do this but the childminder stays close by to provide any necessary assistance. Children behave very well because they obviously know what the childminder expects of them and respond well to her calm approach. They are encouraged to take responsibility for their behaviour. A kitchen timer is used to help manage any sharing issues and children happily participate in tidying toys away. Children receive appropriate praise for their efforts and achievements which develops their self-esteem and confidence. They develop good relationships with each other as the childminder praises and encourages their interaction. Regular trips to toddler and other groups enable children to develop their social skills. There are many opportunities to increase creative and imaginative skills with music, art and dressing-up activities. Children participate in activities which cover several areas of learning. When making Scottish flags for St Andrew's day children used a variety of materials and discussed the colours and shapes they needed. They use their technological and design skills as they draw pictures on the computer. Resources give children positive images of the diversity of society. However, they do not always have the opportunity to actively explore other cultures. Planning for December focuses on Christmas but does not acknowledge other festivals which occur at this time of

year. The childminder helps set the foundation for each child's future life skills through the varied activities to support their numeracy, reading and writing skills. This includes discussing how many pieces of apple are needed at snack time, colour matching games, regular access to mark making activities and attractively presented books.

Children's good health is promoted well. They learn to follow good practices as part of the daily routine as the childminder is a positive role model. She reminds them to wash their hands before eating and after using the toilet. When a child sneezes at the recently cleaned table it is wiped before any food is served. This minimises the risk of cross infection. Children do not become thirsty as their drinks are always available and babies are regularly offered a drink. They learn about healthy eating through the provision of healthy snacks. Daily walks to school, local parks and fields ensure children have regular access to fresh air. They are able to develop their large muscle skills during garden play as they climb the slide and dig in the sand. On outings they use play equipment in parks or kick footballs.

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

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

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 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 | 2 |
| 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

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| 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

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| Outcomes for children in the Early Years Foundation Stage | 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

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| 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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