

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY391353
<b>Inspection date</b>	28/10/2009
<b>Inspector</b>	Deborah Jacqueline Newbury
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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 was registered in 2009. She lives with her husband and one child aged two years in Slough in Berkshire. Part of the ground floor of the property is used for childminding. Toilet facilities are provided in this area. An upstairs bedroom is available for sleeping as necessary. There is a fully enclosed garden for outside play. The family has a cat.

The childminder is registered to care for a maximum of four children under eight years at any one time. There are two places for children within the early years age range. She is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding two children; one of whom is within the early years age group.

The childminder is willing to take and collect children to and from school and nursery as necessary. Children regularly visit the toy library, library, a soft play centre and the park.

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

Overall the quality of the provision is satisfactory.

Children are happy and secure in a warm, friendly and inclusive environment where they enjoy their play and experience a range of activities. The childminder treats each child with care and concern and meets their welfare needs well. However, there are weaknesses in respect of some aspects of the childminding provision which impacts on children's learning and development and arrangements for partnership working with others. The childminder's partnership with parents works well in practice. The childminder is developing her knowledge and understanding of the Early Years Foundation Stage (EYFS) and has started to consider areas for improvement. She is committed to improving her practice and the service she offers children and families.

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

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

- continue to develop use of observation and assessment to identify and plan for the next steps in children's learning. Involve other providers in this to fully ensure the integration of care, education and any extended support
- update the record of risk assessment to include any assessment of risks for all outings and trips
- continue to expand existing play provision so children have greater choice and challenge; include resources that reflect positive images of disability, and ethnic, cultural and social diversity.

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

Children are protected because the childminder is secure in her understanding of child protection issues and procedures. She provides a safe and secure home where good attention is given to identifying and minimising any hazards. This allows children to move around confidently and to feel safe in the environment. Records of risk assessment are in place for the home and garden, and for some outings children go on. However, these have not been completed for all places they visit.

The childminder has only been minding for a short time and is committed to providing a quality experience for children, where they have fun and feel happy to come. She has completed required training courses and plans to undertake additional training to extend her knowledge in specific areas. She has begun a process of self-evaluation to identify areas for future development to improve outcomes for children. The childminder provides an adequate range of play materials for children to explore although this is not sufficient to encourage lots of choice and challenge. The childminder is aware of the need to expand her existing play provision further and, in the meantime, makes use of the local library, toy library and play centre as a way of expanding children's experiences.

The childminder informs parents about her childminding service by means of a well-presented information booklet which includes details of her policies and procedures. There is a daily informal exchange of information, which is supplemented by an informative daily diary. This paints a nice picture of how children spend their day and includes reference to their learning. Parents indicate they are very happy with the care their children receive; they feel well informed and find the childminder approachable and appreciate her flexibility. The childminder has started to develop links with other providers delivering the Early Years Foundation Stage to children in her care. However, these partnerships are not yet sufficiently well focused on individual children's learning to ensure a fully integrated approach.

The childminder recognises the individuality of each child and treats everyone, both minded children and her own, fairly and with equal concern. Children have some opportunity to learn about and appreciate the wider world in which we live as they explore their local community and the childminder talks about any issues that arise. They access a few resources within the home that reflect positive images of diversity and the childminder sometimes takes out relevant books from the library.

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

Children are happy and at ease in the company of the childminder who has built warm, friendly relationships with them. They learn to treat one another, the home and resources with respect and are encouraged to play an active role; for example, by helping to clear the table after eating. They discuss with the childminder what things can be put in the recycling bin, which helps them learn about caring for the environment. The childminder acts as a good role-model for co-operative behaviour and good manners. Children respond positively to praise, which fosters their self-esteem. Children demonstrate a sense of belonging. Each child has a special place to display their pictures if they do not want to take them home. The childminder shows genuine pleasure when they decide they would like to put them up at her house.

Overall, children make satisfactory gains in their learning and development as they take part in self-initiated play and adult-directed activities. The childminder takes account of children's interests and offers activities that relate to these. For instance, children show interest in numbers and they count competently. The childminder encourages this through exploration of number books, games and counting. However, she misses opportunities to challenge children further in their development of numeracy skills. Children happily sit at the table to create Halloween pictures. They choose whether to colour in printed pictures or to cut out and decorate a pumpkin shape. They use crayons, pens and glue sticks competently and are eager to use the scissors and hole-punch. The childminder sits alongside them and shows interest in what they are doing. She encourages conversation and seeks children's input as to the type of pumpkin face they wish to create. The childminder has started to make observations of children at play. However, she is not yet using these effectively to identify the next steps in their learning and to inform her planning to ensure children receive a challenging range of activities to help them make good progress towards the early learning goals.

Children learn how to keep themselves safe. They practise fire drills to develop their understanding of what to do in the event of it being necessary to evacuate the premises and talk confidently about the need to 'stop, look and listen' before crossing the road. The childminder also uses incidents that occur during the day as a means of raising their awareness of safety issues and potential consequences.

Children's understanding of a healthy lifestyle is well supported. The childminder implements good practice herself to ensure good standards of hygiene and minimise the spread of infection. Children are encouraged to follow good personal hygiene routines. They play outside in the garden, go for walks and visit the park, which encourages them to be physically active. They enjoy healthy snacks and meals, and are invited to make choices about what they would like and to share in food preparation. Making fruit faces adds an element of fun to snack time and

children enjoy discussing which items of fruit they will use for different facial features.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3

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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----