

Inspection report for early years provision

Unique reference number	EY394160
Inspection date	15/12/2009
Inspector	Margaret Moffat
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.

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Description of the childminding

The childminder registered in 2009. She lives with her husband and child aged three years in Ascot, Berkshire. The childminder uses the whole of the ground floor of the house for childminding with a designated play room. There is an enclosed garden for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups. The family has a cat.

The childminder may care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's qualification and experience allow her to meet effectively the learning and development needs of the children in her care. She provides a warm and welcoming environment and ensures children are provided with learning opportunities to meet their individual needs and keep them actively engaged. The childminder is beginning to reflect on her practice and has identified some areas for improvement which indicates her capacity to improve is good.

What steps need to be taken to improve provision further?

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

- develop the range of activities and play materials that represent positive images of society to encourage children to explore and learn about the wider world
- continue to develop the self-evaluation system to monitor the provision and outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are safe and secure because the childminder conducts detailed risk assessments for her home, garden and outings. Visitors to the house are asked to sign the visitor's book and all members of the childminder's family have relevant checks. The childminder has recently completed a safeguarding course and this ensures her knowledge in this area is up to date. There are effective systems in place for identifying children at risk of harm and liaising with the appropriate child agencies. The childminder shares her policies and procedures with parents ensuring they are fully aware of her commitment to the safety and welfare of the children.

The childminder creates a wonderfully bright and vibrant environment where children can play and relax according to their needs. Every wall has beautiful displays of children's artwork, photographs of activities and informative posters. This makes the home inviting and gives the children much to look at and discuss. The childminder treats the children as individuals and shows them kindness and respect. She has a few resources to foster an awareness of diversity in society and celebrates festivals such as Christmas. She recognises this is an area for improvement to enable children to explore and learn more about the wider world. The childminder has addressed safety issues raised at her registration visit and this shows her willingness for continuous improvement. She seeks views from parents through questionnaires and discussions. The childminder holds a relevant childcare qualification and is committed to ongoing training.

The childminder develops good relationships with parents and obtains information from them at the beginning of the placement about their child's preferences and starting points. She communicates with them verbally on a daily basis ensuring they are kept informed of their child's progress whilst in her care. Parents report they are very happy with the service provided. The childminder communicates with other early years providers. This ensures children receive consistency with their individual learning and development.

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

The childminder has a good understanding of how children learn and develop and consequently they make good progress in all areas of learning. She spends time getting to know the children in her care and provides them with sufficient challenge and support in their play. Planning is flexible to follow the routines and interests of the children. There are good systems in place to record children's progress and plan for their next steps in learning. Children have developed a secure relationship with the childminder and are developing relationships with her children. They show kindness and respect for each other as they make compliments about the beautiful presents they have made or praise others for managing tasks by themselves. Children benefit from the consistent praise and encouragement they receive from the childminder which helps to build their self-esteem and confidence.

Children enjoy the wrapping presents activity as they choose packages from a range of recycle materials and then wrap these in Christmas paper, using tape, ribbons and bows and tags. Children's language skills are developing well as the childminder encourages lots of conversation during activities and asks questions to develop their thinking. They talk about putting the presents they have made near the manger just like the three kings and recall the story of the presents they brought. The childminder uses the activity to develop children's mathematical language as they talk about the paper being too big or too small and how do we make it smaller. Children also learn how to use the sellotape machine and squeal with delight 'look I did it' when they manage this on their own. Children make tags for the presents and are beginning to write recognisable letters in their name and

sound these out confidently.

Activities which are currently popular with the children are imaginative role play and music activities. Children choose instruments from the box and sing along as they play. They pretend to be the teacher and ensure everyone has an instrument before counting them in to sing 'Jingle Bells'. They enjoy playing games together, painting on the computer and develop independence as they select what they want to do. They learn about the local community through outings and socialising with others when they attend activities.

Children's physical skills are developing well and they are beginning to develop an understanding of a healthy lifestyle. They have many opportunities to play outdoors, expend their energy and run around as they wish. They play on apparatus in the park and the childminder has a good selection of resources in the garden. The childminder provides the children with a range of healthy meals and snacks which ensures they are well nourished. Drinks are readily available for children to access when they wish. Children develop good personal hygiene routines and self-care skills. They are provided with individual coloured towels to prevent the risk of cross infection. Visual displays in the toilet area remind them to wash their hands. They are aware of how to keep themselves safe and confidently inform visitors what they would do if they hear the smoke alarm. As they use the scissors the childminder gently reminds them of the rules. Children take responsibility for small tasks such as recycling and tidying away toys before they get others out. They play on the computer with confidence and have opportunities to take part in cooking and baking activities. This all helps them develop skills for the future.

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

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

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

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

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

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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