

Inspection report for early years provision

Unique reference number	EY397361
Inspection date	10/12/2009
Inspector	Susan Victoria May
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 was registered in 2009. She lives with her husband and two children aged four and six years in Slough, Berkshire. The whole of the ground floor of the home is used for childminding. There is a fully enclosed garden available for outside play. The childminder attends local childminder groups and takes children to the local library and parks. The childminder is prepared to take and collect children from local schools.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register and may care for a maximum of four children under eight years at any one time of whom two may be in the early years age range. The childminder is currently minding one child in the early years age group on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder treats each child with respect and consideration, takes note of their interests and needs, values them as individuals and creates an inclusive environment. Children play in a clean child friendly environment where they are encouraged to participate in activities appropriate for their age and stage of development. They have access to a broad range of toys and resources that are attractively set out to encourage children to use. The childminder builds up good relationships with parents, offering flexibility in her care to promote continuity. The childminder has a positive attitude to developing her practice, identifying areas for improvement and constantly looking at ways to enhance children's welfare and learning opportunities.

What steps need to be taken to improve provision further?

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

- develop further the systems for observation and assessment in order to plan fully for children's next steps.
- ensure that smoke alarms are fitted securely

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is enhanced through clear daily routines and the childminder's good organisational skills. The childminder ensures toys and equipment are maintained well and provides a broad range for children to self select from. These are entirely appropriate to the children's age and stage of development. The childminder keeps the children safe as they follow risk assessments in the home and garden and she has a detailed risk assessments for

each outing. All fire precautions are in place, and include working smoke alarms on each floor; however, these are not fitted securely and therefore present a minor concern. Children are safeguarded under the childminder's care. She has a thorough understanding of the signs and symptoms of abuse; and the procedures to be followed if she has any concerns. All adults in the household have appropriate checks. The childminder protects children's health and well-being as she follows written policies and procedures for the setting; these include medication, accident, incident reporting and complaints. The childminder provides an inclusive environment as she works with parents. She promotes children's self-esteem, helps support the children's sense of belonging, consequently helping them settle within her home and at any other provision they may attend. Parents are clear about the expectations of the setting as all policies and procedures are discussed prior to the children being cared for. To protect children's welfare further each child's personal details are kept securely and confidentiality is observed at all times. The childminder keeps records of written parental consents such as travelling in the car, emergency treatment/advice. Parental feedback on her practice is positive, with parents praising her calm professional approach and ability to help children feel relaxed, confident and settled. An up to date knowledge of first aid and an easily accessible first aid box in the home and on outings, ensures the childminder is able to provide appropriate care if children have minor accidents.

The childminder's positive attitude to increasing her knowledge, through seeking advice from a variety of sources and the introduction of an evaluation system, help her to review practice that reflects the care and learning experiences she offers. Initial discussions with parents highlight children's next steps and she shares children's ongoing progress with parents verbally and through daily diaries where she records basic observations. The childminder demonstrates through discussion an awareness of working in partnership with others involved in the children's care to share and support children's learning and development. While the childminder has good knowledge of each individual child to inform future plans and support learning needs she recognises that as her observation and assessment systems and skills develop, planning for children's next steps will become more effective.

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

The childminder provides a comfortable relaxed environment where children feel happy and secure. Young children look to the childminder for support and enjoy a good relationship with her and her family, for example, showing pleasure when an older child arrives home from school. Children are eager to use the toys and resources, developing independence as they choose what they wish to play with from a variety of equipment that is easily accessible to them. The childminder ensures she offers each child individual care and attention; this helps to support their learning as the childminder extends their understanding using age appropriate techniques. For example, she helps a baby develop language and communication skills by making and repeating sounds, giving the child time to respond back to her. Children are kept safe within the home with precautions in place, such as safety gates at the kitchen door, child locks on cupboards and the

outdoor shed made secure. Everyday events are discussed with the children to help them begin to understand about keeping themselves safe, for example, talking to older children about road safety.

Children develop a sense of belonging as the childminder is sensitive of the children's family context and circumstance and is aware of their home life and family members. Children explore the area in which they live as they go for outings in the local community, attend local childminding groups to socialise and find out about the natural world as they visit the park and go outdoors for fresh air and exercise each day. The childminder is flexible in her planning offering adult and child led activities, children's needs and interests are considered at all times. Children's routines are followed in line with parents' wishes and children have the opportunity to rest or play according to their needs. Clear policies and procedures help protect children's health and well-being as the childminder follows good hygiene practices. To help promote good future eating habits, the childminder makes mealtimes a pleasant experience, for example, a baby rests comfortably on her lap for a milk feed with lovely eye contact between them sustained. Water or juice is available for older children and babies are regularly offered a drink. The childminder discusses with parents children's dietary needs, personal and cultural preferences and has regard to them when preparing meals.

The childminder adopts a positive attitude to behaviour offering praise appropriately and building children's confidence in their abilities. For example, she claps hands and smiles as a baby successfully stacks simple building blocks, promoting a sense of achievement and self worth. The childminder promotes equality and diversity well, as all children are included and are encouraged to begin to be aware of the lives of others through a variety of sources, such as talking to them in more than one language, resources available and celebrating festivals and events important to them. Children have access to resources that help progress their learning, knowledge and understanding. For example, books, musical instruments and art and craft activities to explore their creativity, construction and stacking toys with which to problem solve and recognition of shape and colour as they look at child related posters and count toys as they play. The childminder is aware children learn through their play, is clear about the six areas of learning and is committed to continuing to developing her practice to benefit the children for whom she cares.

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	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	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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