

Inspection report for early years provision

Unique reference number	EY398871
Inspection date	23/07/2010
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 registered in 2009. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and parents in law and three children in Slough, Berkshire. The childminder makes use of local facilities such as parks and toddler groups. The childminder can take children to and collect them from local schools.

The childminder uses the whole of the ground floor of the house for childminding. A fully enclosed rear garden is available for outside play. The childminder is registered to care for five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently caring for 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 satisfactory.

Children play happily within the childminder's care and have access to a satisfactory range of toys and resources. The childminder provides children with activities and experiences to support their learning and development and has an increasing knowledge and understanding of the Early Years Foundation Stage, however, systems to observe and assess children's progress have yet to be developed. Some written policies and procedures are in place to keep children safe, such as risk assessments and a safeguarding policy, however, while the childminder is able to discuss procedures to follow if there is a lost or uncollected child and promotes equal opportunities in her practice, she does not share this information with parents. This is in breach of specific welfare requirements.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- provide information for parents of the equal opportunities policy and of the procedures to be followed with regard to lost and uncollected children (Safeguarding and welfare) 31/08/2010

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

- develop further knowledge and understanding of the Early Years Foundation Stage to effectively support children's learning, development and welfare
- develop systems to regularly observe and assess children's progress in order to plan effectively for their next steps

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of the signs to look out for should she suspect a child in her care is at risk. She is clear about her duty to report concerns and has all procedures and contact details in place. All adults in the household have appropriate checks, and the childminder supervises the children at all times. Basic risk assessments ensure children move around the home and garden safely and the childminder demonstrates a clear awareness of procedures to keep children safe on outings. The childminder has some written policies and procedures in place, such as safeguarding, complaints, behaviour management and risk assessments and is able to discuss procedures she would follow if a child were lost or uncollected. However, she does not make this information available to parents to ensure they have a clear understanding of her practices. The childminder provides an inclusive environment, she values each child as an individual and demonstrates how she meets their individual needs through discussions with parents, resources and providing opportunities for children to explore the wider world and find out about the diverse society in which we live. However, this is not currently supported by an equal opportunities policy that is shared with parents. This is in breach of specific welfare requirements. The childminder is developing a sound relationship with parents, and written parental comments praise the care the childminder provides for their children. Through discussion the childminder demonstrates an awareness of developing wider partnerships with others involved in the children's learning, although this is not currently relevant for the children for whom she cares.

The childminder has an increasing understanding of the requirements of the Early Years Foundation Stage. She has sought further training, takes advice from the local authority development worker and recognises the need to continue to develop her knowledge to move her provision forward, for example, by developing observation and assessment systems in order to plan effectively for children's next steps. The childminder has a satisfactory range of toys and resources available to the children that provide suitable challenges in all areas of development and learning. All equipment and resources are easily accessible to the children and are stored at their level.

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

Children are comfortable and settled in the childminder's care. They benefit from good relationships with the childminder and her family, as a result, children feel safe and secure. The childminder has a gentle manner and demonstrates an awareness of using appropriate methods of behaviour management. She offers praise frequently and children are eager to help, for example, helping sort out the washing to put on the washing line and tidying away without prompting. Children clearly understand the expectations of behaviour, are confident with the childminder who builds their self-esteem as she listens carefully to their requests and responds appropriately. Children often invite her into their play and the

childminder uses this as an opportunity to help extend their skills and learning as she asks open-ended questions, and makes simple suggestions to help them find solutions to problems. For example, the best way to make a tall tower with the construction bricks. The childminder knows the children well, allows children to select their own activities, and is flexible when deciding what they will do next as she takes into account their likes and interests.

The childminder includes in her routine times for outdoor play, to enable children to benefit from plenty of fresh air and physical exercise as they play in the garden, ride on wheeled toys, help collect the windfall apples and go out within the local area to enjoy visits to the Park. Children learn about good hygiene, for example, requesting to wash their hands before eating snack, and confidently and competently using the liquid soap and drying their hands on individual towels. A painting, gluing and sticking activity in which the childminder provided recycled cereal boxes, scissors and paper provided a thoroughly enjoyable activity to help children develop their creativity and imagination. The childminder helps children begin to learn about keeping themselves healthy and bodily awareness as she talks about foods in the garden, plums, apples and pears, asking children which ones they like and explaining that they cannot eat the windfall apples as it would give them tummy ache because they are not ripe. Children begin to develop problem-solving, numeracy and mathematical language as they talk with the childminder about colours and shape as they play with the fuzzy felt, complete puzzles, find matching socks as they help sort out the washing, discuss size as they build towers and compare apples in the garden. Children have access to a range of books in the childminder's home and particularly enjoy sitting with the childminder's own children to read them. There are opportunities for mark making as pens, pencils and paper are always available. The childminder values and respects each child's individuality, culture and family circumstance and provides some positive images that promotes similarities and differences. She helps develop language skills as she chats to the children, asking open-ended questions about things that interest them, for example, their families. She encourages children to think about their emotions, from feeling a bit sad sometimes, to being happy when they do something nice or are with somebody they like, consequently children begin to recognise their own feelings and those of others. The childminder enjoys her role in caring for children, understands that children learn through play and is committed to developing her practice.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	3
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	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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