

Inspection report for early years provision

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Inspection date	15/06/2010
Inspector	Penny Wood
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 2008. She lives with her husband and three children, aged one-, five- and eight-years-old, in Farnham Common near Slough, Berkshire. The childminder uses the whole of the flat for childminding. There is an enclosed garden for outside play. The childminder makes use of local facilities such as play parks. The flat is on the second floor and there are no lift facilities.

The childminder is registered to care for a maximum of two children under eight years, of whom, both may be in the early years age group. She currently has one child on roll aged five-years-old. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and at ease within the childminder's care. They participate in a good range of age appropriate activities, which support them within their learning and development. The childminder promotes inclusive practice and has effective strategies, such as good partnerships with parents to ensure children's individual needs are met. The childminder has taken positive steps since her last inspection to address the issues that were raised and minor issues have been raised at this inspection to help drive ongoing improvement.

What steps need to be taken to improve provision further?

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

- record the dates of observations to aid the tracking of children's development
- provide a balance of resources that encompass the interests of both boys and girls.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has a good understanding of her child protection policy and procedures. The childminder risk assesses her home on a daily basis to ensure children enter a safe environment. The home is well maintained, with effective strategies in place to reduce hazards to children. For example, she ensures chemicals are stored out of children's reach. The childminder has sought advice from the fire brigade in relation to fire procedures and the emergency evacuation of the building. As a result, she is reassured of the action to take in an emergency. Children have access to a suitable range of toys, which are maintained in good condition. However, the range of toys is predominantly aimed at girls, restricting children's ability to enjoy a balance of toys, which appeal to both genders. The childminder is aware of potential choking hazards for the

younger children and takes appropriate steps to minimise risk.

Good strategies are in place to promote children's good health. The childminder maintains her first aid certificate, ensuring children receive appropriate medical attention following minor accidents. Health documentation, such as accident records, is maintained in clear detail and shared with parents, ensuring they remain informed of events. A clear sickness policy, such as the exclusion of children when ill, reduces the spread of illness. The childminder has a clear understanding of how to support children with special educational needs, although has no children with additional needs on roll at present. Good strategies are in place to support children for whom English is an additional language. The childminder values linguistic diversity, enabling children to use their home language and English within their play and learning.

The childminder provides good levels of information for parents, such as her policies and procedures, which inform them of her role and responsibilities. The daily sharing of information ensures parents are fully informed of how their children spend their time within the childminder's care. In reverse, information provided by parents enables the childminder to adapt her provision in order to meet children's varying needs. The childminder gains written consent from parents, for example, for outings and the taking of photographs, ensuring she acts in line with parents' wishes. The childminder has developed relationships with the local school, sharing information as appropriate to ensure children's individual needs are met and passing information to parents as required.

The childminder has taken positive steps to raise the quality of her provision and to ensure the legal requirements are met. She has attended an early year's conference, where she was able to attend workshops and share knowledge and experiences with other providers. As a result, she has been able to incorporate aspects of good practice within her own provision. The childminder has also received support from a childminder development worker to support her in embedding and driving improvement within her practice. The childminder has a good understanding of what children enjoy and incorporates these aspects within her provision to ensure children engage and have fun.

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

Children enjoy a good range of age appropriate activities and play opportunities. The childminder varies activities to maintain children's interest and enthusiasm. For example, children participate in singing, role-play, arts and crafts, cooking and regular outdoor play. They are willing and eager participants because the childminder provides opportunities that appeal to the children and which are based on their interests. The childminder ensures all children are included and able to participate at their individual stages of development. Children are able to make choices and self-select during the well-resourced activities. The childminder provides a structured after school environment, where she encourages children to be active and engaged in purposeful play or activities. Development records are maintained, although not all observations are sufficiently dated to ensure progress

is consistently tracked over time.

Children are clearly at ease with the softly spoken childminder. They play well alongside each other, co-operating, sharing and taking turns in their play. Children benefit from regular opportunities to develop their imaginations and creativity through arts and crafts. They take great care in their creations and are developing confidence in using different resources and tools. They happily chat to each other about their art creations, readily sharing ideas with each other. Very good strategies are in place to encourage children to respect each other and to value diversity. For example, the childminder and minded children exchange differences within their own cultures, such as the different festivals they celebrate and traditions.

Children benefit from a good range of healthy and nutritious foods and snacks. Drinks are accessible, ensuring children do not become thirsty. Good hygiene procedures are promoted to reduce the spread of germs and infections. For example, they regularly wash their hands during the day. Children are physically active, which also promotes their good health. They enjoy opportunities to play on climbing equipment in nearby play parks and to run around. Children benefit from the childminder's supervision, with reminders given to take care on equipment as required. Children are gaining an awareness of keeping themselves safe. For example, the childminder reminds children to sit on their chairs when painting so they do not fall.

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

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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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