

Inspection report for early years provision

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Inspection date	29/09/2010
Inspector	Debbie Newbury
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 and lives with her husband and two children aged eight and nearly two in Slough in Berkshire. The whole of the childminder's house is used for childminding with sleeping facilities on the first floor and toilet facilities on the ground floor. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is permitted to care for a maximum of five children under eight years of age at any one time, of whom not more than two may in the early years age range. She is currently minding one child aged three through out the week.

The childminder undertakes school and nursery runs as required and takes children to the local Surestart centre, the library and local parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has only been minding for a short time and is developing her knowledge and understanding of the Early Years Foundation Stage framework. She treats all children fairly and with equal concern. Children are happy and relaxed in her care and generally have their welfare and learning needs met. The childminder is establishing positive relationships with parents although the exchange of information is not yet well-focused on children's learning. The childminder's capacity for sustained improvement is satisfactory.

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 inform planning so that children receive a challenging range of activities and experiences that take account of their current interests and reflect individual needs. Involve parents in this process to ensure a joint approach to supporting children's learning and development.
- develop further the record of risk assessment to include an assessment of risk for each and every outing
- continue to develop use of self-evaluation as a means of monitoring the quality of the provision and planning for how areas identified for development will be achieved.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder is aware of issues relating to child protection. She has access to relevant reference materials and has informed parents of her responsibility in this respect. The childminder organises those areas of the home used by children appropriately to enable them to move around freely and safely and to sit and play in comfort. A record of risk assessment is in place for the home, garden and some outings children go on. However, this has not yet been extended to cover all trips. The childminder maintains required documentation appropriately, although some consent forms do not show children's full names.

The childminder has completed required training courses and recognises the benefit of attending other courses as a way of helping her build upon her existing knowledge. She is keen to develop her childminding service further and is seeking the advice and guidance of an early years support worker to assist in this process. Use of self-evaluation as a way of monitoring the quality of the provision and planning for further development and how this will be achieved is at an early stage of implementation.

The childminder seeks sufficient information from parents to ensure continuity of care and meet children's individual welfare needs. They have an informal exchange of information each day and also phone and email one another. The childminder completes a written sheet which provides details of what children have eaten, their nap times and the activities they have taken part in. However, parents are not encouraged to share information about their child's starting points and they are not yet fully involved in their child's learning and development on an ongoing basis.

Written policies and procedures are shared with parents. Channels of communication with other providers of the Early Years Foundation Stage, such as nursery schools, are being developed.

All children are included in the activities provided and the childminder makes a point of treating everyone with equal concern. Children have access to some resources that reflect positive images of diversity and help them gain an awareness of the wider world in which we live. The childminder is planning to further promote awareness by introducing children to different festivals and traditions.

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

Children are happy and at ease in a lively atmosphere. They get on well with the childminder and warm, friendly relationships are evident. Children learn acceptable ways to behave with the childminder's support, because she encourages turn-taking and sharing and the use of good manners. Their self-esteem and confidence

is fostered through positive language and praise. For example, everyone, both children and childminder, clap with delight as they complete a shape puzzle.

Children explore a satisfactory range of play materials and they independently help themselves to those that interest them. The childminder supplements toys with other items that she borrows from the local toy library, thus extending the play provision available. The childminder interacts appropriately to support children's activities, for example, by assisting them in completing shape puzzles and encouraging them to identify different shapes as they stick these onto a piece of paper. However, she does not always build on existing opportunities to extend their learning and provide further challenge. The children and childminder engage in conversation, which promotes the development of their spoken language skills. They develop their social skills and learn about their local community through visits to the local Surestart centre, library and parks. Within the home, they have access to a few battery operated toys that enable them to explore cause and effect and thus find out about basic technology. Children also learn about use of technology in the community, as they press the button at pedestrian crossings, under the supervision of the childminder. The childminder has begun to undertake some basic observations of children at play to help inform her planning although this is at an early stage of development.

Children are supported in learning how to keep themselves safe. They learn about road safety when they go out and about and have begun to take part in fire drills. The childminder talks to them about the need to use play equipment at the park that is suitable for their age and stage of development and at home, she intervenes to encourage them to stop running around indoors., when they become excited.

The childminder implements effective arrangements to help children stay healthy. They benefit from fresh air and exercise on a daily basis, whether playing in the garden or visiting the park. The childminder walks everywhere which helps children appreciate that exercise is for everyone. They enjoy home-cooked meals that reflect both their and the childminder's cultural background and have healthy fruit snacks. Good hygiene measures limit the potential for the spread of infection. Children wash their hands at appropriate times and are provided with their own towels.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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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