

Inspection report for early years provision

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| Unique reference number | EY340001 |
| Inspection date | 04/10/2010 |
| 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2006. She lives with her husband and three children, aged three, five and seven years in Cippenham, Berkshire. The childminder uses the whole of the ground floor of the house for childminding with toilet facilities available on the first floor. There is an enclosed garden for outside play. The childminder walks to the local school and nursery to take and collect children. She also makes use of local facilities such as parks, the library and toddler groups. The family has some fish. The childminder may care for a maximum of three 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 two children in this age group and one older child after school. 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 has a good understanding of learning and development and works closely with parents to meet children's individual needs effectively. Children enjoy a worthwhile range of activities and experiences that support their learning and development well. The childminder has a good understanding of inclusion and how to promote this within her setting. She evaluates her practice well overall, including seeking parent's views, and shows an ongoing capacity to improve the outcomes for children; however, she has committed an offence with regard to not carrying out a statutory requirement in relation to children's welfare.

What steps need to be taken to improve provision further?

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

- continue to develop links with other providers of the Early Years Foundation Stage so that children benefit from a collaborative approach to their learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role in safeguarding children, overall. She has recently updated her knowledge by attending a training course to ensure she is up to date with the procedures to follow. She has suitable contingency plans in place to ensure children are cared for by a suitable adult in the event of an emergency; Parents are made aware of all these procedures. The premises are safe and she has carried out a full risk assessment of the home, garden and outings undertaken. These records are regularly reviewed and updated

with new risks being added as and when found. All relevant policies and procedures and documentation are in place to support the safety and welfare of the children. The childminder has committed an offence, however, by failing to inform Ofsted about a significant event within the specified time. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. The childminder has informed Ofsted of other significant events, as required.

The childminder is passionate about her work with children and shows a commitment in developing her knowledge of childcare and education by regularly attending training courses. The childminder is beginning to use self-evaluation and is currently undertaking the Bristol Standards Quality Assurance Scheme to reflect on and improve her setting. The childminder has addressed the recommendations made at the last inspection. Children now take part in regular emergency evacuation and permission is now in place for her to seek emergency medical treatment or advice for the children if needed. Children have access to a good range of activities and resources to support their learning. These are within easy reach, allowing children to make choices of their preferred activity. The childminder has a positive approach to inclusion and ensures children learn to respect each other. She gathers all relevant information to meet the individual needs of the children in her care.

The childminder is beginning to liaise with other settings the children attend, however, this is not fully established in order to support consistency of care and education. The childminder develops very good partnerships with parents. She uses information gathered at the initial meeting as a starting point for children's learning and development and regularly provides them with written information regarding their children's milestones. This is accompanied by verbal daily communication as to what the children have been doing that day, and daily diaries. This ensures parents are kept up to date with their children's progress. The childminder also organises open days for parents where they have the opportunity to participate in play activities with their children, meet other parents and also look at children's files if they wish. Children benefit from the open and friendly relationship their parents have with the childminder and others. Parents record in their questionnaires they are very happy with the childminder and the service she provides. They particularly like the effective communication and the activities their children are involved in to promote their 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 this is evident in the way she organises her setting. The childminder uses topics as a basis for her planning, and activities provided cover all areas of learning and take account of children's interest. Observations are undertaken on a regular basis and are used alongside photographs to update the children's individual files and plan for their next steps in learning. Consequently children make good progress in their learning and development.

Children are happy and comfortable with the childminder and their surroundings. When they return home for taking others to school, they make themselves at home, taking off their coats and shoes and settling down to activities. They talk about the things they have collected on their journey and match these to labels with pictures on the topic board, such as leaves and twigs and acorns. The childminder encourages the children to talk about what they saw on their journey and the children recall the spiders' webs in the bushes and the spiders. The childminder continues with the conversation about spiders asking how many legs they have, allowing the children to count and guess a number, and then helping them to count the actual number of legs. This helps to develop useful skills for their future lives. Children enjoy decorating the spiders using the glitter and tell the childminder they are shiny. Children use a range of tools confidently as they play with play dough. They roll and cut the dough using a range of shapes and enjoy making play dough 'hair'. They confidently ask the childminder for help as they push the play dough through the head shape and the 'hair' comes out. They develop their cutting skills as they do so. The childminder reads to the children and encourages them to tell the story by looking at the pictures and talking about what they see. Children mention the different foods in the pictures and tell the childminder their favourite is ice-cream like the girl in the book. This helps to develop children's listening and conversational skills. They learn about the world around them from the various outings undertaken, the range of resources to promote positive images and the opportunity to learn about other people's cultures and traditions.

Children have daily opportunities for fresh air and exercise as they walk to and from school and nursery. They play in the garden and also visit the local park. They follow appropriate hygiene routines and follow visual displays when hand washing, as they check to see if they have completed the task. Meals and snacks are healthy and nutritious and menus are displayed on the notice board so parents are aware of what their children are having on any particular day. Children develop independence as the childminder allows them to make choices about what they want to eat at snack and lunch time and they help prepare these. This also helps children develop an awareness of healthy eating. Children learn to keep safe as the childminder gently reminds them not to run around indoors because they may fall over. They also take part in emergency evacuations and the childminder discusses with them about road safety. Children develop life skills within the environment through the range of experiences provided for them. For example, they learn to socialise with others at local groups and going on outings to different places. They learn about helping other children as they have opportunities to be involved in fund raising events such as a sponsored walk, helping raise money for those less fortunate as themselves.

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

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| 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

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

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| 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

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| 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

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| 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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