

Inspection report for early years provision

Unique reference number	EY406478
Inspection date	16/11/2010
Inspector	Keriann Belcher
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 2010. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and baby aged nine months, in Slough, County of Berkshire. The childminder uses the whole of the first floor flat for childminding. A fully enclosed rear garden is available for outside play. The family has no pets. The childminder is registered to care for five 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 caring for two children in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's overall safety and welfare are promoted. The childminder offers an inclusive service as she treats all children with care and kindness. They are making sound progress in their learning and development, as the childminder provides a secure and stimulating environment to assist them in their early developmental skills. However, the planning and assessment procedures are in their infancy. The childminder is aware of her strengths and weaknesses and self-evaluation processes are emerging, which enables her to reflect on her practice.

What steps need to be taken to improve provision further?

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

- develop the system for monitoring and maintaining continuous improvement, for example, through self-evaluation
- practise the emergency evacuation procedure with the children and keep a record of these.
- further develop planning, observation and assessment procedures to identify children's next steps for learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded as the childminder understands her role and responsibilities in relation to child protection. She is aware of the signs and symptoms of child abuse and knows the reporting procedures to follow if she was concerned about child. The childminder further safeguards children by carrying out risk assessments on her home and outings to identify and minimise potential hazards and keeps well written records of her findings in relation to the home. The childminder has taken reasonable steps to ensure the safety of children and others on the premises in the case of a fire such as smoke alarms have been installed.

However, the emergency evacuation plan has not been practiced with the children which could compromise children's safety in the event of a fire. All the required records, such as attendance, medication and accident records are in place to promote the children's welfare.

The childminder's home is clean and comfortable for children. There is sufficient space to encourage children to crawl and learn how to walk safely. A satisfactory range of play equipment is readily accessible to encourage children's independence.

The childminder provides an inclusive service for children and families. They are adequately supported as the childminder is aware of the children's individual likes, dislikes and routines through talking with the parents and from information gained before they start. The childminder is just beginning the process of self-evaluating her practices and has started to identify areas within it to enhance. She recognises that by attending further training courses such as those on 'inclusion' this will develop her skills and have a positive impact on the children in her care.

Partnerships with parent/carers are suitably promoted. Parents are kept well informed about their child's day through the use of a daily diary and verbal communication. The childminder understands that effective communication with nurseries and schools that the children may attend in the future must be established, to further promote their learning and development.

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

Children are comfortable and settled in the childminder's care where they enjoy the play opportunities they have with the childminder. This results in the children feeling secure to investigate their surroundings and make satisfactory progress in their development.

The childminder is developing an understanding of the Early Years Foundation Stage and is beginning to put systems into practice to promote children's learning. Observations of children's achievements are known which supports the childminder with the planning of suitable activities. However, these observations do not link with the six areas of learning and identify clearly the next steps of learning for each child.

Each area of learning is satisfactorily promoted. They enjoy regular trips out to toddler groups, music sessions and the library where they have opportunities to mix and socialise with other children. Whilst at these sessions children have great fun as they develop their language and communication skills as they learn the words of their favourite songs such as 'Wind-up the bobbin' and try to do the accompanying actions to the words. The childminder encourages children to look at simple board books and sits on the floor with them to talk about the pictures and points to familiar objects such as, the rabbit or car. Children in the later years age group practise their early writing skills as they draw or trace letters of the

alphabet to begin to recognise letters. Children show their understanding of number labels such as '1, 2, and 3' as maths is spoken about in everyday situations for example, counting the steps on the stairs. Very young children develop an understanding of what toys are like and can do through handling objects, for example, putting shapes in and out of a container or pushing a button to achieve a sound effect.

Children's health is adequately promoted. They enjoy healthy and nutritious meals and snacks, such as spaghetti bolognese and fresh fruit, that support their individual dietary needs. Children are offered regular drinks throughout the day to prevent them becoming dehydrated. The childminder takes steps to ensure children in her care remain healthy and free from cross infection. Children do not attend if they are unwell. The childminder holds a current first aid certificate and this enables her to confidently deal with any injuries. The childminder has sound hygiene methods in place, such as when changing children's nappies she use a changing mat, wears gloves and disposes of the nappies hygienically.

Children are developing an understanding of keeping safe through discussions about safety in the home. They are aware and talk about the rules of the house to prevent accidents happening such as not jumping on the furniture as they might injury themselves. The childminder manages children's behaviour, using positive methods appropriate to their level of understanding.

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	3
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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