

Inspection report for early years provision

Unique reference number	EY292567
Inspection date	27/09/2010
Inspector	Jo Graham
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 was registered in 2004. She lives with her two teenage children in Warfield, Berkshire, close to shops, parks, schools and public transport links. Most of the downstairs rooms are used for minding and there is access to outside decking. The family has no pets.

The childminder is registered to care for a maximum of six 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 minding one child in the early years age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network and holds a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and comfortable in the childminder's care. They are keen to learn, because the childminder is responsive to their interests and enthusiastically encourages their achievements. The childminder's self-evaluation basic systems have not identified the gaps in meeting legal requirements, which impacts on children's safety. The childminder monitors entry to the premises, checking identification of visitors and she makes sure children can not open the front door. The childminder acknowledges and respects children's uniqueness and their family heritage. She promotes children's welfare and development within a welcoming and inclusive setting.

What steps need to be taken to improve provision further?

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

- make sure parental consent to act in a medical emergency is acquired for all the children at the time of attendance
- 08/10/2010

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

- develop the self-evaluation systems more thoroughly and action areas identified as areas to improve

- ensure all paperwork is in place and completed accurately for all the children attending

The effectiveness of leadership and management of the early years provision

Child Protection procedures and written policies are in place and include sufficient details to support the childminder in her practice to safeguard children's welfare. The childminder ensures she updates her knowledge of signs and symptoms of abuse and is aware of what to do if she has concerns about children in her care. The childminder makes sure persons not vetted are never left alone with the children and has systems in place to make sure family members will have checks once they reach aged 16 years. Written risk assessments are in place to guide the childminder in identifying and minimizing potential risks to children. Most mandatory documentation is in place to promote children's safety and well-being, although parental written consent to act in a medical emergency has not been obtained for all children. Children's attendance times are not always accurately completed although there are systems in place to use.

The childminder demonstrates she has the ability to improve standards, to make progress and maintain current standards, although her self-evaluation process is in its infancy. She updates her knowledge by attending training and is aware of her own strengths and most areas to develop. Inclusion is promoted through good support and resources. The childminder ensures she is aware of family context and heritage, which gives the children a sense of belonging. She develops good systems to ensure she can exchange information to families who speak English as an additional language. For example, she accesses the use of a translator at an early years setting children attend. The childminder does not stereotype play resources, resulting in all children enjoying and benefiting from the full range of good quality play materials.

Relationships with parents are good and the childminder builds up good system to exchange information about the children's achievements and care needs. She uses a communication book as a three way method between the parents, herself and the translator for one child to ensure she is updated with routine changes and any relevant information. Links with other early years settings is developed through regular and positive contact. This enables the childminder to promote continuity in children's learning and care needs.

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

Children are confident to initiate their own play. They self-select their chosen activities and settle well to these. The childminder's interventions are appropriate to extend children's play and learning opportunities. She asks questions, reinforces naming items in English and uses lots of gestures to help children who speak English as an additional language to begin to understand what she is saying. The

childminder uses the picture book she made with the child who speaks English as an additional language in the family's home language, to reinforce meaning of words. For example, when the child indicates she is wearing new shoes, the childminder finds this picture in the book and says the word in English and Hungarian. The children build up strong relationships with the childminder and their behaviour is sensitively managed and reinforced.

The appropriateness of the activities for children's ages and stages of development supports them to achieve in all six areas of learning as they are linked to children's interests. The childminder demonstrates she has a good knowledge of individual learning needs, developmental milestones and how these 'fit in' with the Early Years Foundation Stage learning goals. The childminder completes observations for the children and how to help move them to their next developmental stage.

Children enjoy activating the cash register and handling money in the shopping game, they communicate through gestures and words and the childminder introduces counting into everyday activities. This helps to develop children's skills for the future. The childminder teaches children how to keep safe by thinking of others and their own needs by implementing boundaries. For example, not running inside, sitting down to eat in the kitchen and not going where stair gates indicate areas are out of bounds. Children understand and adopt healthy habits and good hygiene practices. They wash their hands before eating, tissues are easily accessible and they use anti-bac gel after wiping their noses. Children have regular access to drinks and healthy snacks, encouraging them in forming healthy habits and maintaining their routines. Children learn about sustainability through activities such as junk modeling and planting.

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

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	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----