

Inspection report for early years provision

Unique reference number	EY414277
Inspection date	09/02/2011
Inspector	Margaret Davie
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 lives with her husband and four children aged two, four, seven and nine years in Slough, Berkshire. All of her house is available for childminding purposes and there is a fully enclosed garden for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children at any one time, of whom two may be in the early years age group. She currently minds two children in this age group full time. The childminder walks or drives to local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm and welcoming environment. The childminder knows them well and provides a wide variety of activities to promote their learning and development needs well, overall. Risk assessments are not completed in accordance with requirements, but other measures to promote children's welfare and safety are generally effective. She evaluates her provision accurately in most areas and demonstrates an appropriate capacity to make continuous improvements.

What steps need to be taken to improve provision further?

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

- ensure the record of the risk assessment for the premises shows when it was done, date of review and any action taken following a review or incident (Documentation). 25/02/2011

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

- update the record of the risk assessments associated with outings so that they are subject to a regular review especially where new risks are identified and include this in the review
- update the risk assessment to include anything with which a child may come into contact, in particular with relation to the playroom door and store keys for the windows where they are easily accessible in an emergency
- extend self-evaluation in order to identify more accurately where systems need improvement to better meet children's needs.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of how to safeguard children. She is familiar with the signs and symptoms of abuse and a clear understanding of what to do if she ever has a concern about a child. The suitability of all adults in her household has been checked and she supervises children closely at all times to promote their welfare. She has conducted a risk assessment for her premises; however it is not dated to show when it was done nor the date by which it should be reviewed. This is a breach of requirements. She implements a range of measures to keep children safe such as putting up stair gates and using appropriate seats to transport them in her car. Risk assessments for outings have been undertaken, but these are also not dated. She checks her home regularly for risks, however has not made safe the door to conservatory, which is used as a playroom, to make sure children do not trap their fingers in it if it swings shut. An evacuation plan has been drawn up and is practised with children, however keys for some of the window locks are not easily accessible. This may have an impact in the event of an emergency.

A wealth of good quality interesting toys and resources is available and easily accessible to children. The playroom provides spacious accommodation for play and there are separate areas for eating and sleeping. Equality and diversity are promoted well. The childminder interacts effectively with each child and works in close partnership with parents to gather information about their backgrounds and individual needs. Written feedback received from parents indicates they are very pleased with the care she provides. Parents are kept updated about their child's day through a daily diary and they have free access to children's learning and development records. All parents receive a booklet containing general information about her setting and copies of her policies and procedures. Although none of the children she currently cares for attends another early years setting, she demonstrates an understanding of the importance of partnership working, in order to promote consistency in their care. She is generally accurate in her assessment of her provision, however did not identify that she was not meeting a statutory requirement in relation to her risk assessments.

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

Children enjoy themselves and have lots of fun throughout the day. They are very well settled and their learning and development benefits from the range of experiences the childminder offers. They go on outings every day, to groups such as toddlers, tumble tots and music bus which give them opportunities to socialise with other children. In her home, they are encouraged to make free choice about the toys they wish to play with and this allows them to follow their own interests. The childminder observes them regularly and makes effective use of this information to identify and plan for their next steps. As a result, they are provided

with challenging activities and make good progress. She supports their learning well through interaction with them as they play. For example, as they explore the box of musical instruments, she shows them how to bang the drums and shake the bells, then sings a favourite nursery song while encouraging them to play along. They bang and shake their instruments with a good deal of enthusiasm and sway back and forth as she sings. This supports their creative and physical development well. They engage actively in learning, independently investigating the toys in the playroom. For example, young children who are not yet walking pull themselves up with determination in order to look in the cupboards of the play kitchen. As an older child prepares a cup of tea, they help out enthusiastically by getting out all the toy cups. Children develop good communication skills. They respond as the childminder chats to them by smiling and trying to repeat the words she says. They enjoy listening to stories and learn to cooperate with others as they take turns lifting the flaps. Playing with materials such as gloop provides opportunities for them to feel different textures and make patterns in preparation for early writing. The range of activities offered including toys and resources which incorporate simple technology prepares them well for their future learning and development.

Children receive lots of praise and encouragement from the childminder who likes to acknowledge all achievements, no matter how small. They behave well and form good relationships with the childminder and each other. They learn about healthy lifestyles as they eat a variety of fresh fruit at snack time and are encouraged to have regular drinks from their beakers. They are usually encouraged to wash their hands before eating, however occasionally this is overlooked. Their understanding of safety issues is reinforced through discussion about road safety and by practising fire drills. However, some potential hazards within the home are not made safe, which impacts on children's overall safety. Children gain an understanding of diversity as they listen to stories about the wider world and celebrate festivals from different cultures. For example, they enjoyed tasting noodles to celebrate the Chinese New Year.

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	2
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	3
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	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	2
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	2
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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