

## Inspection report for early years provision

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<b>Unique reference number</b>	105438
<b>Inspection date</b>	21/02/2011
<b>Inspector</b>	Julie Biddle

<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since 1988. She lives with her husband and one adult son in a house in the centre of Cippenham near Slough.

The whole ground floor of the house is used for childminding and toilet facilities are on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years age group. The childminder also cares for children in the older age range.

The childminder supports children with special educational needs and /or disabilities, and also supports children who speak English as an additional language.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy, settled and clearly flourishing in this stimulating caring environment. Children are actively encouraged and supported as they initiate their own play. The childminder is skilled at recognising the uniqueness of each child and providing for their individual needs. The partnership with parents and others who support the children is a key strength, and is significant in making sure the needs of all the children are met. Required documentation is well maintained and other written information provided to parents by the childminder is mostly comprehensively written so as to ensure that parents are fully informed about the provision and procedures she has developed. The childminder evaluates her practice well and is able to identify suitable areas for future development to support continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- include the procedure to follow if allegations are made against you or a family member in the safeguarding policy.

## **The effectiveness of leadership and management of the early years provision**

Children are kept safe in the well-maintained environment where all adults are suitably checked. The childminder has a good understanding of her role and responsibilities in protecting children from harm. She has developed written safeguarding policies and procedures that are shared with parents, thus ensuring they are clear about the childminder's responsibility to protect their children and how she would deal with any concerns she may have. The procedures shared do not include the procedure she would follow if allegations were made against herself or a family member, although she is clear of what to do should this happen. The childminder completes thorough risk assessments of her home ensuring risks are minimised and children can play and explore freely. Children are further protected because the childminder completes risk assessments for outings and trips.

The childminder makes good use of self-evaluation to continuously monitor her provision and to plan for improvements. She is committed to improving her professional development and knowledge by updating her training. In addition, she involves both the parents and the children in this process, and ensures she actively listens to, and acts upon their comments. Children and parents are unanimous in their praise of the childminder, they particularly comment on the friendly family atmosphere.

Parents are given detailed information about the way the setting is organised and the childminder ensures she has a good understanding of each individual child before they are placed with her. The childminder is highly committed to working in partnership with other professionals who support the children. She has established channels of communication to ensure she is enabled to meet the individual needs of each of the children.

Space and resources are used effectively to meet children's needs. The home is well organised to allow children to easily access a good range of resources and toys which helps children to gain confidence in making choices. The childminder ensures that all resources and activities are appropriate for the ages of children she cares for and that they remain stimulated and engaged with what is offered. As a result, children are happy and secure in her care.

The childminder is skilled at ensuring all children are included and very successful in taking steps to ensure any gaps in learning are identified and addressed. The childminder knows all the children very well. She offers children exciting opportunities to learn about the wider world they live in, for example, they make edible decorations at Christmas and plant bulbs and watch them grow.

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

Children develop a strong sense of ownership and belonging in the setting, where they enjoy a warm, supportive relationship with the childminder. They laugh together and they look to her for encouragement, reflecting that they feel safe and comfortable at the setting. The childminder's knowledge and understanding of the underlying principles of the Early Years Foundation Stage create a firm foundation for children as they follow their individual learning journey and make the best of their abilities.

Children are enthusiastically engaged in their chosen play activities and show high levels of concentration. The childminder's involvement in the children's play enhances their enjoyment and learning. She is skilled at questioning and extending children's learning; for example, encouraging them to talk and describe the collage they are completing and considering how a volcano looks as it erupts. This effectively promotes children's communication and language skills. The childminder positively responds to the children's communication and lively conversation flows. The children talk as they play, demonstrating their use of language for thinking. They confidently change the direction of their play and express their own ideas.

The children enjoy opportunities to expand their understanding of numbers as they play games such as dominoes and count as part of daily routines. Children have the opportunity to use a range of differing materials such as tissue paper, glue, and shells to create their own pictures and collages. They proudly show the artwork they produced as part of the planned activities relating to dinosaurs and volcanoes. Children enjoy a range of sensory and exploratory experiences, such as playing with sand and toys that respond to buttons being pressed. Outdoor activities, both home based and planned outings to the local park provide valuable learning experiences for the children and are organised throughout the year.

The childminder is proactive in teaching children about a range of safety aspects, such as how to keep themselves safe when crossing the roads and how to walk safely along pavement areas. Regular fire drill practices further contribute to children developing an awareness of how to keep safe.

The childminder is a good role model, she is calm and reflective. Listening to the children and responding to their requests. The childminder gives plenty of praise for children's efforts and achievements. In response to this, children are learning to behave well and to be considerate to other people's feelings. Children's good health is promoted. This is achieved through the provision of healthy snacks, fresh air and exercise, and through following hygiene procedures and being cared for in a clean setting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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**

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