

Inspection report for early years provision

Unique reference number	EY415000
Inspection date	12/04/2011
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 was registered in 2010. She lives with her husband and five children aged 14, 13, nine, five and two years in Slough, Berkshire. Most areas of the downstairs are used for childminding, with sleep facilities available on the first floor. There is a fully enclosed garden for outside play. The childminder takes and collects children from the local schools and nurseries. She attends parent/toddler groups and takes children to the local library and parks.

The childminder may care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. The childminder works with her husband who is also a registered childminder and when working together they may care for a maximum of six children under eight, of whom five may be in the early years age range. She is currently minding four children in this age group on a full-time basis and one school-aged child. 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 satisfactory.

Children are happy and content in the childminder's care and she provides a homely environment where all children are valued and included. The childminder knows each child well and provides them with a range of activities and resources to help them make steady progress in their learning and development. There is an observation and assessment system in place; however, this does not currently include children's next steps in learning. The childminder meets most welfare requirements, although she is in breach of a regulation as she does not currently hold an up-to-date first aid certificate. The childminder has begun to evaluate her provision and has identified a few areas for further development.

What steps need to be taken to improve provision further?

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

- obtain a suitable paediatric first aid certificate (Suitable Person) (also applies to the both parts of the Childcare Register).
- 23/05/2011

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

- extend observation and assessment systems in place to include children's next steps
- review hygiene procedures especially at snack times to promote good health

and hygiene routines for all the children.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a sound understanding of safeguarding issues and is aware of the procedures to follow if she has concerns about the children in her care. Policies and procedures are available to support the safety and welfare of the children. Children play in a safe and secure environment where the childminder has conducted a risk assessment which ensures children remain safe within the home and on outings. Children develop an understanding of how to keep themselves safe as the childminder has daily discussions with them about the house rules and they have opportunities to be involved with the emergency evacuation of the premises.

Through the childminder's evaluation and monitoring system she has identified she does not have an in date paediatric first aid certificate, which is a specific legal requirement. However, she has had previous suitable training and this will not have a significant impact on children's well-being. She has taken positive steps to address this and is booked on a training course in the near future. This shows her capacity to identify areas for development and support improvements. The childminder holds a relevant childcare qualification.

The childminder's home is organised appropriately with a suitable range of toys and activities readily available to the children, which allows them to make choices and become independent in their play. The childminder is aware of her role to promote equality and diversity within her setting and ensures she is aware of the children's differing needs. Children learn about the wider world as they learn about other people's cultures and traditions and through outings in the local community.

The childminder gathers appropriate information from parents with regard to children's needs and requirements. She builds positive relationships with parents and keeps them informed about their child's routines and activities through verbal feedback and daily diaries. The childminder shares children's learning journals with parents on a regular basis and discusses with them what children are doing at home and encourages them to make comments. The childminder is beginning to work in partnership with other settings children attend to promote consistency in children's care and learning. Parents report they are happy with the service provided.

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

Children are happy and content in the childminder's care. They settle quickly on arrival and are keen to be involved with the activities on offer. The childminder encourages all the children to welcome others as they arrive at the setting as they say good morning. The childminder displays pictures of children's artwork around

the room and this helps develop their confidence and sense of belonging. Children enjoy themselves and have trusting relationships with the childminder and her family. Children behave well and learn to share and take turns during activities. The childminder follows children's routines as she deals with their individual needs such as changing nappies and putting children to bed when tired.

Each child has their own learning journey where the childminder records her observations and assessments of the children and identifies the areas of learning covered. She includes photographs and samples of their work to show what the children are doing. However, the childminder does not include the children's next steps in learning. The childminder spends her time on the floor talking and playing with the children. As children play with shape sorters and put the shapes in the correct spaces the childminder asks them the colours they are and encourages them to say the names of the shapes. Children copy as the childminder repeats these and this helps develop their vocabulary. Children show delight as they are praised by the childminder. Group time provides children with opportunities to learn the days of the week, months of the year and develop their counting skills as they count the number of children, days in the week and months of the year. The children enjoy playing the tap and clap game as they count to 10 and older children continue and count beyond. Children participate in creative activities using a range of materials to create their own pictures, for example glue and glitter, pencils and felt pens. The childminder encourages the children to label their own work and even the youngest children make marks to represent their names.

Older children are aware of the hygiene routines in place and know to wash their hands at appropriate times. However, the childminder does not always ensure younger children follow these hygiene routines as their hands are not wiped before snacks. The childminder prevents the risk of cross infection by providing individual towels for the children and following appropriate nappy changing routines. Children enjoy being outside in the fresh air and have free flow access to the garden. Children have fun as they play ball games with each other and the childminder, play on the wheeled toys and play in the play house. Outings to the local library and park help children become familiar with their local community. Meals and snacks are provided by the parents and the childminder adheres to their wishes with regard to their timings and preparation. She ensures these are stored appropriately. Drinks are readily accessible for the children at all times. Children sit together and develop independence as they are encouraged to eat by themselves and the childminder is on hand to support the younger children and develop children's social skills by engaging them in conversations.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for). 23/05/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for). 23/05/2011