

## Inspection report for early years provision

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<b>Unique reference number</b>	105437
<b>Inspection date</b>	03/06/2011
<b>Inspector</b>	Michele Beasley
<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).

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 was registered in 1978. She lives with her husband in Slough, Berkshire. The whole of the ground floor of the childminder's home is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is registered to provide care for a maximum of six children aged under eight years at any one time; of these no more than three may be in the early years age range, and of these no more than two may be aged under one year at any one time. She currently has two children in the early years age range on roll who both attend full time.

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

Overall the quality of the provision is good.

Children thrive in a welcoming, happy home environment. Overall, the childminder's knowledge of the children in her care ensures their welfare and learning needs are met. Children are making good progress in all areas of their learning and development. The childminder consistently reflects on her practice, has a good understanding of her strengths and is able to highlight areas she wishes to improve. She demonstrates a good capacity to maintain continuous improvement to benefit the children in her care.

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

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

- introduce children to a wider range of festivals from different cultures and religions
- involve parents more in their children's learning and development; for example, by encouraging them to contribute to the systems for observational assessment .

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

Children are cared for in a safe, secure environment. The childminder has a very clear understanding safeguarding and child protection issues and the procedures to be followed should she have any concerns regarding individual child's welfare. Risk assessments are carried out for the premises indoors, outdoors and for outings. This ensures children are kept safe and free from harm as all hazards they may be exposed to are identified and acted upon. Regular practice of fire drills help children learn to take responsibilities for their own safety. These drills are

evaluated and full details recorded.

The childminder is committed to providing best outcomes for children. She has attended workshops and short courses to further develop her knowledge and understanding of childcare, education and safeguarding issues. The childminder shows professionalism in her practice and since the last inspection the recommendation raised has been addressed. Through self-evaluation the childminder shows she is monitoring her setting and looking for ways in which she can continue to make it better for the children in her care.

Children make progress from their starting points because the childminder makes the best use of the resources available and these are easily accessible to the children. She plans appropriate activities that support children's learning and development and are based on their interests. She plans the learning environment to suit the needs of the children in her care. Children do not currently attend any other childcare settings, although the childminder knows to liaise appropriately should this happen. This is in order to support the children and ensure progression and continuity in their learning.

Equality and diversity practices are promoted by the childminder. She ensures that all parents and children feel included by discussing individual needs with parents. She gathers information about children's health, dietary and welfare needs. Children make cards for Easter and participate in Easter activities and other Christian celebrations. However, the childminder does not introduce children to festivals from other cultures and beliefs. As a result, they do not gain a full understanding of the wider world. Children use a range of 'small world' figures and books and other resources reflecting diversity, helping to develop their understanding of the wider world.

The childminder establishes positive working relationship with parents. The information she obtains from them when children initially start at the setting ensures all their welfare needs are known and their learning is continuously supported. Parents receive verbal and written feedback in a daily diary about the care their children have received and what they have been doing. In addition, the childminder formally talks through their children's progress records. However, parents are not invited to contribute to these records by sharing information of achievements they have noticed their children make at home or any interests they may have expressed. This limits their involvement in planning for their children's next steps in learning.

Parents express how they are very happy with the care and education their children receive and feel very fortunate to have their children cared for so well in a homely environment. This is evident through the children being happy, settled and extremely self-assured. Written policies and procedures are in place and parents have read and agreed these.

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

The childminder carries out written observations of children while they play. She makes observations of their achievements and development and these are then recorded and used to plan their next learning steps. Observation records are often supported by photographs of the children participating in a wide variety of activities. Records show the actual stage of development the children are at. The childminder is able to provide appropriate challenges to promote individual learning needs based on what she knows about each child. For example, she introduces young children to shapes and colours and simple counting through meaningful and familiar activities, such as shape sorting and counting objects. Children delight in pressing number buttons on a toy mobile phone then show the corresponding number on their fingers. Craft activities encourage children to develop fine manipulative skills.

The childminder uses age appropriate discussion and explanations to support children to learn about phonic sounds such as the first letters of their names. Children enjoy role play, wrapping a favourite soft toy in a blanket and feeding it a toy bottle of milk.

Children behave well because they know what is expected of them and receive lots of praise and encouragement, helping them to develop a clear sense of right and wrong. They use a range of books, toys and resources reflecting diversity, helping to develop their understanding of the wider world.

Children are able to make an informed choice of the activities they want to play with. Toys are stored low level so they are able to access them safely and independently. The children have a good relationship with the childminder. Children enjoy her sitting beside them whilst they curiously explore a battery operated toy vacuum cleaner, delighting in the movement of coloured small particles in the transparent casing that move around when it is pushed along the floor.

Children experience a variety of daily outings which supports their physical development and ensures they get plenty of fresh air. For example, they visit the farm and feed lambs and goats, go to toddler group, to the park and to a soft play area to use more challenging climbing equipment. Children are beginning to learn about keeping themselves safe; they try to put on their own shoes before going outside and are reminded about going up and down small steps to the garden carefully. This helps ensure children's safety.

Children are protected from infection as equipment and resources are regularly cleaned and the children are reminded to wash their hands prior to eating and after toileting. Children have regular access to drinks throughout the day and are beginning to develop their awareness of healthy eating through discussions they have with the childminder about the foods they eat.

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