

Inspection report for early years provision

Unique reference number	107971
Inspection date	07/07/2011
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 registered in 1992. She lives with her husband and two children aged 15 and 18 years in Stoke Poges, Slough, Buckinghamshire. The childminder uses the whole of the ground floor of the house for childminding with sleeping facilities available on the first floor. A fully enclosed rear garden is available for outside play. The childminder makes use of local facilities such as parks. The childminder can take children to and collect them from local schools. The family has one dog, two cats and one guinea pig.

The childminder works with one of two assistants. Whether working alone or with an assistant the childminder may care for a maximum of six children under eight years at any one time, of which three may be in the early years age range. She may provide overnight care for up to one child under the age of eight. She is currently minding 12 children in the early years age range and nine school-aged children, all on a part-time basis. 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 very happy and content in the childminder's home. They make good progress in their learning and development because the childminder provides them with a range of activities which cover most areas of learning. Overall children have their care and learning needs met. The childminder develops good relationships with parents and carers and this helps to fully support the children in all they do. The childminder shows capacity to maintain the development of her setting through self-evaluation, but does not identify key weaknesses in her provision relating to meeting her conditions of registration.

What steps need to be taken to improve provision further?

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

- develop further observation and assessment records to include the areas of learning and children's next steps in learning
- provide opportunities for children to learn about their own cultures and beliefs and those of other people.

The effectiveness of leadership and management of the early years provision

The childminder is caring for more children than her conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action. There is a good range of policies and procedures in place to support the safety and welfare of the children. The childminder and her assistants have recently attended training in safeguarding and this ensures their knowledge in this area is up to date. They are fully aware of their duty to report any concerns they may have about the children in their care. Children play in a safe and secure environment where the childminder has taken precautions to ensure children's safety. For example, stair gates and fire detection equipment are in place. Risk assessment records are in place and cover indoors, outdoors, activities and outings undertaken. The childminder reviews these annually or as and when needed.

The designated playroom is set out well to promote children's learning in all areas. Toys and resources are readily accessible allowing children to develop independence and provide them with sufficient challenge. There is a range of toys and resources such as books, dolls and small world to promote children's awareness of positive images. The childminder and her assistant promote equality and diversity recognising each child as an individual with a particular set of needs.

The childminder reflects adequately on her practice and uses this to develop her childminding service. She talks to the children about the activities they have undertaken, if they liked them and what they would like to see more of. She regularly asks parents for their views on the setting and is planning a questionnaire for future use. The childminder has addressed the recommendations made at the last inspection. She has undertaken a range of courses covering all aspects of childcare such as risk assessment, safeguarding, first aid and creating confident communicators. The childminder uses the knowledge gained from attending these courses to promote further her existing good practice. However, she has not identified that she exceeds the numbers of children she is registered to care for when working with an assistant. A variation to her conditions is now in the process of being applied for.

The childminder shows an appropriate understanding of how to form links with other early years settings the children attend with regard to the care and learning and development of the children. Parents are provided with good information about their children's time with the childminder and the progress they make. They have opportunities to take home the children's folders which are full of observations, photographs and samples of their work. They verbally discuss children's development on a regular basis. Through correspondence received parents speak very highly of the childminder and are very happy with the service provided. They particularly like how professional the childminder is, how she is fully aware of individual children's needs and how the children are extremely happy.

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

The children develop close relationships with the childminder and her assistants. They take time to get to know the children and use this knowledge to plan activities to support children's interests. The childminder makes regular observations of the children and uses these to show children's progress. However, she has not yet linked the observations to the areas of learning or to show children's next steps in learning. Children have opportunities to find out about the world around them through outings to places of interest and activities such as growing and planting and watching caterpillars change into butterflies. However, the childminder has not yet introduced them to learn about their own cultures and beliefs and those of other people.

Children enjoy listening to stories either with the assistant in small groups or choosing a story to read in larger groups with the childminder. This is further enhanced as they use a range of props, such as animals, which they introduce into the story at appropriate times. Children choose other stories and the childminder asks appropriate questions to develop their language skills as they recall from the pictures what is happening. She also develops their counting and colour recognition as they are asked to count items and say what colours they are. They join in enthusiastically as they sing familiar songs, and do the actions and pretend they are butterflies and they fly around the room.

Children have daily opportunities to be outside in the fresh air and have fun as they splash in the puddles and ride around on wheeled toys. Children learn how to keep themselves safe as the childminder gently reminds them not to run indoors and sit properly on the chairs in case they fall off. Children behave well and follow the good example of the childminder and her assistant as they learn to use please and thank you at appropriate times. Children are encouraged to tidy up and some children volunteer to help others do this. So everyone can be involved the childminder suggests what toys the individual children should tidy away and then children are rewarded for their efforts as they receive stickers. Children are developing skills which support a healthy lifestyle. They wash their hands at appropriate times and older children are aware of the reason for this. Meals and snacks are healthy and nutritious and children's individual needs are taken into account when preparing these. The childminder uses snack time to encourage children to talk about different fruits and what they like and reminds them fruit is good for them and helps to keep them healthy. She also encourages them to try different tastes as she puts small pieces of different fruits on their plates and informs them if they do not like it they can leave it on the plate. Children develop useful skills for the future as they become independent in their own care needs and use recycling items in junk modelling. Children watch how things grow and get excited when the shoots come through.

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	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	3
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

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

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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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