

## Inspection report for early years provision

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<b>Unique reference number</b>	105447
<b>Inspection date</b>	11/08/2011
<b>Inspector</b>	Keriann Belcher
<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.

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 has been registered since 1993. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and three adult children in Langley in the County of Berkshire. Most areas of the house are used for childminding. There is also a fully enclosed garden. The family have a cat and a dog. The childminder is registered to care for six children under eight years of age, three of whom may be in the early years' age group. Currently there are four children in the early years' age range on roll.

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

Overall the quality of the provision is good.

Children are happy and settled in the homely environment that the childminder provides. Children enjoy their play and make good progress in their learning and development. Overall, documentation and systems to monitor children's progress are well-maintained. The childminder has a good capacity to maintain continuous improvement and understands the value to the children of developing her existing good practice. The childminder forms good working relationships with the children's parents to ensure each child's individual needs are fully known and that consistent care is provided.

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

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

- record details in a fire log book of any problems encountered during the emergency evacuation procedure and how they were resolved
- develop further the systems for observing, assessing and planning for children's progress, with particular regard to linking observations to the six areas of learning and highlighting children's next steps.

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

The childminder has a good knowledge and understanding of her responsibility to safeguard the well-being of the children in her care. She knows the indicators of child abuse, and has processes to follow to report any concerns about their welfare. Appropriate risk assessments are in place to ensure children are kept safe within the childminder's home. All the documents and records required for the safe and efficient running of the setting are maintained. An evacuation plan from the home has been devised and practised with the children in order to help them learn

how to keep themselves safe in an emergency. However, the fire log book does not record of any problems encountered and how they were resolved.

Equality and diversity are effectively promoted. For example, the childminder has learnt key words from a child's first language to enable him to feel safe and secure within the setting. Children have access to carefully selected toys and books that enable them to develop respect for and insight into cultural diversity. In addition, children also visit pre-school groups where they have the opportunity to socialise with children from cultural backgrounds that are different from their own.

Partnerships with parents and carers are effectively promoted. The childminder keeps parents well informed about their child's day through verbal feedback, and provides written feedback on their child's learning and welfare. Parental comments indicate they are very happy with the service the childminder provides. The childminder understands the importance of effective communication with nurseries and schools that the children attend to further promote their learning and development.

The childminder has begun to self-evaluate her practice. She understands the importance of continuous improvement to provide better outcomes for children and has clear ideas for future improvement. These include attending training events with regard to increasing her knowledge and understanding of disability.

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

The childminder recognises how children learn and develop. Through written observations and photographs she identifies each child's attainments. She uses this information informally to identify the next steps for children's learning. However, her systems do not currently link her observations to the six areas of learning or highlight children's learning needs. Nevertheless, her secure knowledge of each child's needs ensures that all make good progress. The childminder ensures that children participate in a wide range of exciting and challenging activities while in her care. For example, they develop their creative and physical skills as they mould and shape the dough and use tools to create the desired effect. The childminder uses mathematical language and encourages children to count how many pots of dough they each have, developing their interest and understanding of early numeracy skills. Great fun is had by both boys and girls as they play harmoniously together taking turns 'having their hair done', imaginatively acting out experiences they have had of going to the hairdressers.

Children freely and independently choose toys and resources. Babies learn to feed themselves at meal times and are encouraged to have awareness of their own bodily functions, thereby developing their independence and self-help skills. Children learn about healthy lifestyles as the childminder ensures they are healthy and free from cross-infection. Children do not attend if they are unwell. The childminder provides nutritious snacks, such as fresh fruit. Children are developing a good understanding of keeping safe as they learn about the importance of road safety when out walking and young children are safely harnessed into their

pushchair or wear wrist straps. Children's behaviour is managed effectively. Their achievements are praised consistently promoting their confidence and self-esteem. The childminder has built close and loving relationships with the children. As a result, children are happy and settled in her care.

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