

Inspection report for early years provision

Unique reference number	EY252977
Inspection date	31/08/2011
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.

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Description of the childminding

The childminder registered in 2003. She lives with her husband, mother-in-law and father-in-law in Britwell, Slough. The whole of the ground floor of the childminder's house is used for childminding with sleeping facilities available on the first floor. There is a fully enclosed garden available for outside play. The family has one dog, three cats and tropical fish and goldfish in the pond in the garden. The childminder uses local facilities such as the toddler group, the library and parks. The childminder takes and collects the children from the local nursery.

The childminder may care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently caring for three children in this age range and one school age child on a part-time and full-time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy spending their time with the childminder and her family. They take part in a wide range of activities each day and make good progress in their learning and development. She develops good links with parents and generally involves them in their children's care and education. 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 significant events.

What steps need to be taken to improve provision further?

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

- encourage parents to contribute to their children's learning and development records.

The effectiveness of leadership and management of the early years provision

The provider has failed to notify Ofsted of a significant event with regard to members of her family leaving the household. This is a breach of the legal requirements. Ofsted does not intend to prosecute on this occasion as there is no impact on the children attending. Children play in a warm and welcoming environment where their safety is fully promoted by the childminder. She uses a range of safety features such as fire detection equipment, fence with locked gate to prevent access to the swimming pool and having the fish pond covered to minimise hazards. The childminder has conducted a risk assessment of her home,

garden and outings undertaken which helps further promote children's safety. The childminder is fully aware of her duty to protect the children in her care and the procedures to follow if she has any concerns. All the members of the childminder's household have been checked for their suitability.

The childminder has evaluated her setting and shows an awareness of the strengths and areas for improvement. During the past year she has attended courses to promote children's learning and development such as early language development. The childminder has also recently updated her first aid certificate and has addressed the recommendation from her last inspection. This shows her commitment to ongoing improvement.

The learning environment helps children progress towards the early learning goals effectively because it is well organised with a good range of toys and resources readily available for the children. Children have free flow access into the garden. The childminder has ample resources which allow children to use their imaginations when the play house is turned into a beach shop. For example, sandals, sun glasses, rock made from rolled up coloured paper and toy money to purchase the items. The childminder promotes equality and diversity, recognising each of the children as an individual with a particular set of needs. She forms good links with other professionals and services involved in the children's care, learning and development. She continues activities and exercises at home to ensure continuity for the children.

The childminder builds positive relationships with parents. She gathers and records information from them with regards to their child's needs and requirements. Communication through daily diaries, and verbally at the end of the day helps inform parents of their child's day with the childminder. Parents are very pleased with the service provided. They particularly like the homely environment, the progress children make and many activities they are involved in.

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

Children are settled and secure in the childminder's home. They show affection towards the childminder. As they wake up from a sleep they are happy for her to cuddle them and offer them a drink before they go and play with the others. Children behave well and have good manners. They play alongside each other, sharing and taking turns in games. Older children ask younger children if they would like to join in, for example, when they are writing postcards, sharing the postcards and finding them a pen. Children enjoy making marks on the cards pretending they are writing to someone and talk about having a nice time on holiday. They inform the inspector that if they put them in an envelope and take the white strip off it will stick and they can post them in the post box. The childminder displays photographs and samples of children's work which helps them feel a sense of belonging. The childminder has labelled many items within the rooms such as chair, cupboard and window and this helps children understand that print carries meaning.

The childminder is on hand to support children in their play. As they play games she helps younger children by asking them appropriate questions to develop their thinking skills when they play games like 'guess who'. She ensures each child is occupied and gives them guidance and support when needed. The childminder has a good understanding of how children learn and spends her time talking and playing with them. She has planning and assessment records in place which fully promote children's learning across all areas and take account of their next steps for future planning. These records are shared with parents, although they have not, as yet, been encouraged to contribute to these.

Children learn to keep themselves safe as they talk about road safety and stranger danger on outings. The childminder gently reminds children not to stand on the stool as they could fall and hurt themselves. Children inform the childminder when there is liquid soap on the floor in case they slip and fall. Children develop an awareness of good hygiene routines as they inform the childminder they are washing their hands as they have been stroking the cat. The childminder provides children with a range of healthy meals and snacks which help promote their understanding of healthy eating. She is aware of children's eating habits and works with parents and adheres to their wishes. Children have daily opportunities to be outdoors in the fresh air. They walk to nursery, play on equipment in the park and this helps their physical development. They enjoy running around the garden chasing and blowing bubbles and playing shops with the childminder's family members who act as the shopkeeper and customer.

The childminder involves children in recycling as they use boxes and different materials in junk modelling and take items into nursery for recycling. Children enjoy watching the dustcart and the people from the window and they chat about what they are doing and they wave to them. This helps children's awareness of looking after the environment. Children develop useful skills for the future through the range of activities and experiences the childminder provides. She encourages their independence and they learn about the world around them, other cultures and their traditions through discussions and activities and outings in the local community.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

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