

## Inspection report for early years provision

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<b>Unique reference number</b>	105384
<b>Inspection date</b>	23/09/2011
<b>Inspector</b>	Susan May
<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 2000. She lives with her husband, two adult children and 14 year old daughter in Slough, Berkshire. The ground floor of childminder's house is used for childminding. There is a fully enclosed garden available for outside play. The family has a rabbit and a guinea pig.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom three may be in the early years age group. The childminder is currently minding four children in the early years age group. The childminder walks to local schools and pre-schools to take and collect children.

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

Overall the quality of the provision is good.

Children make good progress as they play happily in the child-friendly environment the childminder offers. The childminder promotes welfare and education in an inclusive manner and supports their development through the wide range of toys, resources and activities available to them. Most documentation to record their progress is in place and shared with parents. The childminder has a positive relationship with parents, working constructively with them and others involved in the children's care, to meet children's needs successfully. Children's safety is the childminder's first concern and she implements effective systems to maximise their safety at all times. The childminder reflects on her practice, using her experience and knowledge to identify strengths and areas where development will 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:

- extend the systems for observation and assessment to ensure development records clearly show children's progress over time.

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

Children play in a secure, warm and inviting environment where the childminder makes their safety a priority. Children have fun as they select from the good range of age-appropriate toys and resources that are easily accessible to them. The childminder has a clear understanding of the safeguarding procedures to follow

should she have concerns about a child in her care. Children are supervised at all times to help them remain safe. The childminder has risk assessments in place that identify potential hazards to children and outlines actions taken to reduce these. All the relevant children's documentation is in place, and policies and procedures are comprehensive and shared with parents. All documentation is stored securely, and confidentiality is observed.

The childminder recognises the uniqueness of each child. She follows routines that take into account parental preferences as she plans and organises the childminding day around children's needs. The childminder recognises the value of finding out about children's families, other cultures, and celebrating events important to them. This creates an inclusive environment that will encourage children to feel a sense of belonging and promote their self-esteem. Parents demonstrate their regard for the childminder, commenting on the confidence they have in the childminder's ability to keep their children safe and happy and the good relationship they have with her. Parents share information about the children through verbal feedback, regular meetings, texts and e-mails. The childminder recognises the importance of sharing learning with others, such as staff at other settings children attend, in order to provide continuity and consistency in their care and learning.

The childminder thinks about her provision and puts steps in place to improve her practice for the benefit of the children. She receives information and attends training with the local authority whenever she can and regularly makes contact with other childminders to share thoughts and ideas. This demonstrates commitment to maintaining continuous improvement in order to provide good quality care for all children.

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

Children have opportunities to help them make good progress across all areas of learning and development as they play with stimulating toys and resources that interest them. The childminder is an experienced child care practitioner, who is confident in enabling children to initiate their own play while being on hand to offer support. The childminder knows the children extremely well, discusses starting points at pre-visits, and liaises with parents to plan next steps. Individual needs and interests are taken into account when planning future activities. The childminder is adept at observing and assessing children's progress, although not all records of their development clearly identify children's progress over time

The childminder helps children adopt a healthy lifestyle as she provides regular opportunities for fresh air and physical exercise. Children regularly go for walks to the park and within the local area, for example, as they collect children from school. Children's nutritional needs are catered for throughout the day, with drinks, snacks and meals provided at regular intervals. Children socialise as they sit together at meals, helping provide them with a sound basis for good future eating habits. Children explore the natural environment as they go on outings. They find out about the weather and put on their waterproofs and wellington boots to go out

in the rain. Parents provide children's meals and the childminder is aware of storing foods appropriately to ensure it remains fresh. Hygiene practices are good, as the childminder ensures toys and equipment are clean and well maintained. The childminder is a good role model and helps children begin to understand about good hygiene practice. For example, she helps them to wash their hands before snack time, after playing with the play dough.

Children enjoy their time with the childminder. They happily invite her into their play and sit with her for quiet times. They extend their own learning as they choose what they wish to play with. Children develop early writing skills, as they have access to writing materials and use tools to make patterns and lines in dough. Art and craft activities in the home and regular visits to groups, provide opportunities for children to begin to explore their creativity. Many examples of this are displayed in the childminder's home. Children begin to explore real and imaginary situations as they enjoy role play. The childminder promotes early language skills. She communicates through gesture, identifies words and objects, and uses simple sentences, pausing appropriately to allow children time to respond. Books are freely accessible throughout the home and children enjoy looking at them alone or sitting with the childminder for a favourite story. Children extend their social skills as they play with other children in the home and at groups they attend. This helps them begin to develop an understanding of the community and the wider world. Children's problem-solving skills are promoted as they play with puzzles, build with stacking bricks, and cut play dough into small pieces to fit on plates.

Children behave well; they are confident and have clearly developed caring relationships with the childminder. They show respect for the childminder as they listen to her and are eager to please, for example, as they help tidy away. Young children play alongside each other companionably and demonstrate good relationships with each other. For example, they show excitement when going to collect older children from school. Children begin to understand about keeping themselves safe. The childminder talks to them about road safety, practices evacuation procedures with them, and offers age-appropriate explanations about possible consequences of their actions. Children develop future skills as they access simple interactive toys and enjoy listening to the music, moving to the sounds as they dance around. The childminder is fully aware that children learn through play. She is an experienced childminder, who is confident in her knowledge of children's development, helping ensure that children receive good care and learning opportunities during their time 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

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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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