

Inspection report for early years provision

Unique reference number	108150
Inspection date	28/09/2011
Inspector	Anne Faithfull
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).

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.

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Description of the childminding

The childminder registered in 1987. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Maidenhead, Berkshire. The childminder makes use of local facilities such as, parks and toddler groups. The childminder can take children to and collect them from local schools.

The childminder uses the whole of the ground floor of the house for childminding with provision for children to sleep in the first floor bedroom. A fully enclosed rear garden is available for outside play. Her registration permits her to care for six children under eight years and of these three may be in the early years age range, at any one time. She is currently minding one child who is within the Early Years Foundation Stage on a part-time basis. The childminder is also registered to provide overnight care for two children under eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a calm, secure and welcoming family environment. She recognises the uniqueness of each child and provides an inclusive service where each child is respected, valued and included. Children experience a varied range of activities, outings and resources. This supports them in making good progress in their learning and development. The childminder establishes good partnerships with parents and others, which helps her to meet each child's specific individual needs. Overall, children are beginning to be aware of the safety procedures they should follow in the event of an emergency. The childminder has a positive attitude to improvement and through her own self-evaluation she can clearly identify her strengths and areas for further development.

What steps need to be taken to improve provision further?

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

- improve children's understanding of safety by practising the evacuation drill on a regular basis.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded due to the childminder's secure knowledge and understanding of child protection procedures to follow if she has concerns about a child in her care. The childminder is vigilant and has secure systems in place to ensure children are never left alone with unvetted persons. The

childminder is well organised and provides a happy, safe and stimulating environment for the children. The daily safety checks completed and the risk assessments in place for the home, garden and outings promote that all risks are identified and minimised to promote children's safety. The childminder also checks all other premises the children use when they meet up with other childminders to ensure they are safe and suitable. The childminder has an emergency evacuation procedure in place; however she does not practise this with all the children on a regular basis to ensure they learn and are reminded of the steps to take in an emergency and the exits to use.

Children can independently select the toys and resources they wish to use as the childminder ensures they are readily accessible to them. All toys and resources are rotated on a regular basis to help that the children do not become bored and to meet their individual preferences and needs. The childminder provides a fully inclusive environment where children's individual needs are continually recognised, respected and met. She has a good understanding of her role to promote equality and diversity and provides children with opportunities for them to talk to people with a range of disabilities to enable them to begin to understand their individual needs and the equipment they may use.

Good relationships are established with parents. They are made aware of how their child has spent their day through the daily diary and discussions at the beginning and end of their day. Parents make many positive comments in their reference letters including, how they have peace of mind leaving their child in care, the continuous stimulation and the range of activities the children receive. All parents comment on the calm, friendly and warm environment offered and how they would recommend the childminder to others. The childminder has established effective partnerships with other professionals to ensure the individual needs of the children are met such as, speech therapists and physiotherapists. She also liaises with other settings the children attend to ensure continuity of care and learning.

The childminder is committed to continuous development and attends training to update her knowledge when relevant. She can readily identify her strengths and areas for future development. As part of her self-evaluation she readily seeks the views of the children to help her to continually enhance the outcomes for all children in her care.

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

Children are happy and comfortable in the childminder's home. The childminder's calm and caring manner helps children to feel settled, confident and secure. The childminder uses her many years of experience to provide children with a wide range of activities, experiences and resources to enable them to learn and develop as they play. The childminder has very flexible plans in place as she plans around each child's daily interests, mood and spontaneity. She regularly consults with the children to help her plan a range of outings and experiences which are linked to their interests. The childminder regularly observes the children to see where they

are in their learning and development to help her identify their next individual steps in their learning. She regularly takes photographs of the children and shares these with their parents so they can see the wide range of activities and experiences the children participate in and the progress their child has made.

Children are beginning to be aware of numbers and counting as the childminder encourages them to play traditional board games to help them to begin to recognise numbers in a fun way. Children enjoy participating in a range of role play situations such as, pretending to cook and give their doll some food. The childminder effectively encourages children's early communication skills as she constantly talks to the children and asks them a range of questions as they play such as 'what is it'. Children experience a range of media through art and craft activities provided and they readily show the childminder the aeroplane they have just made out of paper.

Children celebrate festivals and events with the childminder to help them to begin to develop a sense of the lives of others and participate in celebrations linked to their families. The childminder regularly meets up with other childminders from the local area to enable children to socialise with others and participate in a wide range of group activities such as, the cooking club. The childminder enables the children to begin to be aware of the local community and the events held such as, taking the children to participate in a local carnival where they all dressed up as ladybirds. Children are developing their skills for the future well as they can access a range of electronic resources including a laptop. Children are beginning to be aware of the environmental issues as they help the childminder to put items for re-cycling in the different coloured re-cycling boxes. Children are beginning to be aware of nature as they help the childminder to plant the bulbs in the garden. The childminder ensures any ideas the children have are catered for such as, they are currently trying to grow their own apricots as this was an idea from one of the children.

Children behave well; they are confident and have clearly developed caring and secure relationships with the childminder. Children readily approach the childminder for cuddles and immediately respond to any requests from her. Children develop a sense of belonging as they look at the pictures on the wall of the other children who attend as well as the childminder's own children and grandchildren. They readily recognise and name the other children. Children are beginning to be aware of their own safety as the childminder gently reminds them of safety issues such as the road safety procedures they should follow when they are out and to be careful when they are playing.

The childminder works with parents regarding any health issues and appropriately stores and heats up the food they provide for their children. The childminder ensures children's drinks are readily accessible to them so they can access when they require. Good hygiene procedures help to prevent the spread of infection such as; each child has their own towel and are aware of why they have to wash their hands. Children take part in a range of activities to promote their understanding of healthy lifestyles and are developing positive attitudes to exercise as the childminder ensures they play out in the fresh air everyday. Regular visits to the park and soft play centres enable children to develop their physical skills in a

variety of ways.

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