

Inspection report for early years provision

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Inspection date	13/10/2011
Inspector	Kim Mundy
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 1988. She lives with her three adult and teenage children in Langley in Berkshire. The childminder uses the ground floor of the house for childminding and there is an enclosed garden for outside play. The childminder walks and drives to local schools to take and collect children, and she attends the local parent and toddler group. The family has a dog as a pet. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding one child in this age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy the activities on offer and overall, they make good progress in their learning and development. The process of planning and observational assessment is underway. Positive partnerships with parents and carers mean that children's individual needs are being met well overall. The childminder successfully identifies strengths and weaknesses in her practice, and demonstrates a good capacity to maintain continuous improvement. Children are safe and secure on the premises, and their health and well-being are promoted well.

What steps need to be taken to improve provision further?

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

- develop further planning and assessment processes, and enable parents to become fully involved in their child's continuous learning and assessment records
- plan time for children to explore a wider range of mark-making materials.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of safeguarding children and she knows the correct procedures to follow should she have concerns. In order to further protect children, adults in the home have suitability checks. Effective risk assessments are carried out for the premises and outings; therefore, children explore and play safely. All of the required paperwork is well organised and maintained accurately. The childminder's policies and procedures underpin her good childminding service.

Inclusive practice is promoted well; the childminder ensures that she is able to meet the children's needs from the start of the childminding arrangements. The childminder makes good use of the space in her home and provides a wide range of toys and activities that encourage children to be active learners. She has a good range of equipment to meet the needs of younger children, for example, a high chair and travel cot to enable them eat and sleep comfortably.

The childminder evaluates her childminding service well. She identifies her skills and areas for development, and attends various training courses to further enhance her skills and promote improvement. The recommendation from the last inspection has been addressed, resulting in improved safety and hygiene routines for children.

The childminder establishes trusting relationships with parents which helps children to feel safe and secure. Parents share information about their child to enable the childminder to meet their individual needs whilst in her care. They are given daily information about their child's routine and achievements. Each child has an assessment file in which their progress towards the early learning goals is clearly noted. However, parents are not yet fully involved in their child's continuous learning. Comments from parents demonstrate that they are pleased with the childminding service they receive. The childminder works closely with other early years settings that children attend. This enables children to experience wider learning opportunities and continuity of care.

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

Children are encouraged to follow good hygiene practices, for example, as they learn why they must wash their hands before eating. Good health and hygiene practices are followed by the childminder which minimises the risk of cross infection. The childminder has a good understanding of the procedures to be followed in respect of a sick or injured child. In the main, parents provide their children's food and the childminder ensures that this is stored correctly. Children's physical development is promoted well both indoors and outdoors, for instance, as they use slides, push along toys and cars. Children also enjoy using more challenging apparatus at the local park.

Children are developing a good understanding of how to keep themselves safe through discussions and everyday activities. For example, they learn about crossing the road safely when out and about in the local community. The childminder has clearly defined procedures for the emergency evacuation of her premises. The children are aware of fire safety because they take part in regular fire drills. The childminder manages children's behaviour well, providing a good role model to help children develop politeness and consideration of others.

The childminder fully embraces the Early Years Foundation Stage framework. Her systems for planning and assessing children's progress are underway. Children's

starting points are gathered from parents to extend their learning and the childminder uses photos of the children taken during activities as part of her assessment procedures. Children are developing skills for the future, for example, as they begin to take an interest in books and enjoy story time at the library. They are using chalks, but do not have access to a wide range of mark-making materials. Children build on their problem-solving skills and increase their hand eye coordination as they post shapes and fit puzzles together. Children are learning to care for living things as they feed the ducks on the river and plant and care for tomatoes. A good selection of programmable toys helps children to find out about how things work, for instance, by pressing buttons to play music.

Children experience a wider range of activities at local pre-school groups where they socialise with others. Children's awareness of multicultural Britain is raised through celebrating a variety of festivals. A range of positive images in games, books and small world figures reinforce cultural and physical diversity. The affectionate and gentle care given by the childminder enables children to develop a sense of belonging and trust.

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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