

Inspection report for early years provision

Unique reference number	105509
Inspection date	04/11/2011
Inspector	Aileen Finan

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

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 2001. She lives with her partner and their child aged 18 years and they also have four older children who do not live at home. The family live in a house in the Cippenham area of Slough, Berkshire. The house is situated close to all local amenities. The downstairs of the property is used for childminding. There is an enclosed garden available for outside play. The family has two cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for six children under the age of eight years; of which three may be in the early years age group. Currently there are three children on roll in the early years age group who attend on a full and part-time basis. The childminder attends local toddler groups and is happy to take and collect from local schools/nurseries.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is aware of her strengths and minor weaknesses and has acted on the recommendations set at the last inspection. She is able to evaluate her provision well and consequently, overall she is confident about what needs to be done to improve further. Partnerships with parents and other providers/agencies are well established. The childminder has a strong understanding of children's needs and how to plan effectively for their ongoing development. Children are able to access a wide range of resources and toys that support most aspects of their learning well.

What steps need to be taken to improve provision further?

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

- build upon the systems in place to evaluate activities, plan for children's individual interests; and plot their next steps; working with parents and other providers to enhance children's learning and development
- help children to explore local surroundings, find out about past and present events in own life, and develop an understanding of their own culture and beliefs; and those of other people.

The effectiveness of leadership and management of the early years provision

The childminder takes robust steps to safeguard the children she cares for. There are clear policies and procedures in place which support children's safety and well-

being. These are shared with parents. Risk assessments are conducted and recorded for the home, garden and outings. These are reviewed frequently. Children are taught to understand their own safety through regular fire drills and road safety for example. The childminder has recently completed safeguarding children and disability awareness training. She understands her responsibilities to respond appropriately to any concerns she may have about the children she cares for. Records for accidents, incidents and medication are efficiently managed. The childminder has recently updated her first aid training and knowledge.

The childminder actively addresses equality and diversity. She has well established partnerships with parents and a good understanding of each child's background, needs and routines. The childminder takes time to consider children's starting points and plan for their learning and development on an individual basis. To support this she has recently completed training in heuristic play, early language development and critical thinking.

The childminder is highly motivated and takes pride in her role as a childminder. She demonstrates a good capacity to maintain the development of her provision; and has used her own self-evaluation to reflect upon the care she offers. Children are provided with a range of good quality toys and resources which are conducive to their learning and development. There are clear and accessible channels for the childminder and parents to communicate and therefore, as a result, accurate and timely information on children is shared. Partnerships with other professionals such as nursery staff of other provisions children attend, are well established. Communication about children is kept up-to-date and shared regularly; therefore, promoting children's well-being and achievement.

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

Children are happy and settled in the childminder's company. They are confident to snuggle up for a cuddle and a story and chat away to her as they play. Consequently, warm bonds are in place between the childminder and the children she cares for. The childminder considers her planned play opportunities for children and uses her knowledge and understanding of recent training to enhance children's learning. The childminder has a good knowledge of the Early Years Foundation Stage framework. She observes children as they play and plots their progress systematically as they work towards the early learning goals. However, the childminder is less confident about evaluating her set activities and how she links observations to the areas of learning, using shared information from parents and other partnerships in order to plan for children's next steps.

Children are provided with a range of toys, resources and activities. Therefore, children are motivated and interested in a broad range of activities and take responsibility for choosing what they do and play with. All areas of learning are covered effectively. Children take part in trips to local toddler groups, soft play centres and parks for example; however, opportunities for children to explore and find out about their local surroundings, their own past and that of other

people/cultures are more limited. The childminder is confident to work with other providers such as nursery staff and positively seeks support from parents for children speaking English as a second language in order to help children progress in their development.

Children happily take responsibility for small tasks such as tidying up their toys. They behave well and show respect for the childminder and her home. Children demonstrate a sense of belonging. From an early age they learn about their own safety such as crossing the road safely and following the rules of the home and being kind to the cats. Consequently, children learn about keeping themselves safe. Children are confident. They learn about taking turns and sharing and have started to understand about one another's similarities and differences.

Children show a good awareness about what constitutes a healthy lifestyle. They take part in regular outdoor activities and therefore, receive plenty of fresh air and exercise. Children are adopting good hygiene practices such as blowing noses and disposing of tissues as well as hand washing prior to eating for example. Children's progress in communicating, literacy and technology is developing well. Children play well independently or with the childminder's support and are therefore, becoming curious and inquisitive learners.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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