

Inspection report for early years provision

Unique reference number	105549
Inspection date	07/11/2011
Inspector	Tracy Bartholomew
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 has been registered since 1989. She lives with her husband and two children aged 14 and 16 years, in the Langley area of Slough, Berkshire. The children have access to the ground floor of the childminder's home with toilet facilities on the first floor. There is an enclosed garden with grass and patio areas for outdoor play. 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 a maximum of five children under eight years of age. Of these, not more than three children may be in the early years age group. The childminder offers full and part-time care all year round. The childminder is currently caring for three children and, of these, one is in the early years age range. The childminder walks to the local school to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and confident in this childminder's care and overall make good progress in their learning and development. They benefit from secure relationships with the childminder and other children and play in a safe environment. Effective partnership working with other professionals and parents helps to meet the individual needs of the children. The childminder evaluates her provision well and identifies how to improve further to promote good outcomes for children. She demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the assessments of children's achievements, to identify learning priorities relevant to the next stages in their learning.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of how to promote children's safety. Arrangements for safeguarding children are robust, carefully managed and thoroughly understood by the childminder. Effective policies and procedures are in place, which includes the action the childminder would take in the event of a child protection concern. The environment in which the children are cared for is safe and secure. The children are taught to be aware of safety issues without being fearful. This enables them to demonstrate their awareness through play, for example, as they put seat belts on in the toy car.

The childminder has good systems in place to promote equality and diversity. She uses her up-to-date knowledge and understanding of different festivals and cultures to inform her planning. Children develop a good understanding of diversity, through the availability of toys, resources and activities that promote positive images. Resources are of good quality and suitable to meet the needs of the children attending. The childminder ensures these are rotated regularly to develop the children's interest and learning.

The self-evaluation procedure is positive and shows the childminder has a good awareness of the strengths and weaknesses of her setting. She is fully reflective and aware of areas to focus on for future improvement. The childminder is committed to her role and target setting is realistic and appropriate. The childminder has good partnerships with parents and regularly seeks their views through questionnaires, daily diaries and one-to-one feedback. Two-way communication is highly valued by parents and it enables them to be continually involved and up to date with the daily practices and plans for their children. Good methods are in place to promote the working partnerships with other settings children attend, such as schools. For example, the childminder works well with school staff to promote and support their plans and activities, which promotes continued learning for children.

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

Children clearly feel safe and secure and benefit from the good support offered by this experienced childminder. They thoroughly enjoy the childminder's company and involve her constantly in their play. The childminder promotes children's development and learning through the day with well-planned activities and games. Children's individual needs are promoted very well as the childminder ensures that all children are included and their interests are well supported. The childminder's support has a positive impact on their learning. All children receive good one-to-one support, comfort and reassurance. This promotes their self-esteem and enables them to feel self-assured in childminders care.

The childminder has a good understanding of each child's learning and development capabilities. She is confident in her knowledge of child development and has a secure awareness of how to promote learning and development for all the children attending. However, the assessment system does not fully track children's progress against the areas of learning. This means that the childminder cannot be certain that all aspects of children's learning are effectively covered. Despite this, the childminder knows each child well and children experience the six areas of learning regularly both inside and outdoors. As a result, they make good progress overall.

Children clearly enjoy the good range of toys and resources available to them. They quickly become absorbed in their chosen games. They enjoy adult-led activities, such as story time, which is used well to develop the children's

communication, language and literacy skills. The children clearly enjoy the company of the childminder and they snuggle up with her for the duration of the story. The childminder is skilful at maximising activities to benefit the children's development in all areas of learning. For example, she develops their understanding of sequencing and problem solving as they confidently create circles out of paint. Children enjoy developing their imaginations. For example, they create a farm using small world play resources, including fences, animals and people. Children experience a good range of creative activities, such as drawing, colouring, cooking and sticking. They enjoy exploring with paint as they mix different colours together with their hands to create a variety of coloured handprints. The childminder supports the children's learning successfully as she questions and talks to them about their pictures, promoting their awareness of colours and early counting skills. Children have good opportunities to participate in activities that are linked to all the areas of learning. These experiences clearly help children to develop the skills needed for their future learning and development.

Children demonstrate that they feel secure, seeking reassurance from the childminder when needed. They are very happy and settled, displaying good levels of confidence and self-esteem. Children have regular opportunities to develop their understanding of safety, such as learning when it is safe to cross a road. The childminder helps children develop a positive attitude to healthy lifestyles. For example, children are becoming well aware of personal hygiene issues as they talk about needing a tissue when their noses need wiping. Children have regular outings in the local environment, such as attending local children's groups and visits to the parks. This encourages them to be active on a regular basis whilst developing their physical skills. The childminder is committed to promoting healthy eating and works with the parents to promote healthy and nutritious food. Children's behaviour is good overall. The childminder's behaviour management techniques result in the children showing a good awareness of responsibility in the setting.

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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