

Inspection report for early years provision

Unique reference number	EY427904
Inspection date	09/11/2011
Inspector	Keriann Belcher
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.

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 was registered in 2011. She lives with her husband and two children aged two and five years, in Slough, Berkshire. The whole of the ground floor and one bedroom upstairs is used for childminding and there is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. She is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children under eight years at any one time. Of these, no more than two children may be in the early years age group at any one time. She is currently caring for two children in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and happy in the childminder's care. The childminder works well in partnership with parents and carers to help meet the individual needs of each child in her care. She has a good knowledge of the six areas of learning and overall plans a range of play opportunities to promote children's progress effectively. The required documentation is in place to help promote and safeguard children's welfare. The childminder continually develops her practice to improve the service she provides for the children and their families.

What steps need to be taken to improve provision further?

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

- provide opportunities children to gain an awareness of the cultures and beliefs of others.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded as the childminder understands her role and responsibilities in relation to child protection. She understands the reporting procedures to follow if she has any concerns about a child. Children benefit from the clear risk assessments that identify possible hazards and minimise risks within the home and when on outings. In addition, the childminder supplies the children with a unique shirt and an emergency information wristband when out in public areas. These enable her to quickly recognise the children and promote their safety in the event of them becoming lost. The childminder holds a valid first aid certificate to enable her to deal appropriately with any accidents or injuries.

Play resources are clean and safe. Toys are stored within easy reach to enable children to help themselves and so promote their independence. Equality and diversity practices are soundly promoted overall. Each child is supported, valued and included and their individual needs are met. However, there is little opportunity for young children to gain an awareness of the cultures and beliefs of others.

The childminder self-evaluates her practice well. She has sought the views of the parents as part of the evaluation process. She understands the importance of continuous improvement to provide better outcomes for children and has clear ideas for future improvement. These include developing the activities to widen the children's knowledge and understanding of the wider world and attending future training events. The childminder's good organisational skills result in her maintaining all the required records, policies and procedures.

Children do not currently attend any other early years settings. However, the childminder understands the importance of effective partnership working to promote children's learning and development. Partnerships with parents and carers are good. The childminder speaks to parents on a daily basis and forges trusting relationships with them. She provides them with a good range of information and offers advice about how they can build on their child's learning at home. As a result, children receive good continuity of care.

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

Children are looked after in a caring and loving environment where they enjoy the play opportunities they have with the childminder. This results in the children feeling secure enough to investigate their surroundings and helps them make good progress in their development.

Healthy lifestyles are promoted as children have plenty of opportunities for daily physical exercise outdoors, either in the back garden, in the local park or during walks in the community. Parents supply all the children's meals. However, the childminder is aware of children's individual needs and has a supply of nutritious and healthy foods if required in an emergency. Children learn good personal hygiene routines. For example, as they wash their hands the childminder explains that they must 'rub their hands together with the soap' and 'dry between their fingers'.

Children are beginning to learn about house rules to keep themselves safe such as being aware of not climbing on the furniture or toys as they could fall and hurt themselves. Young children are safely harnessed into the highchair when they sit at the table to eat their food. The childminder manages children's behaviour, using sound methods appropriate to their level of understanding such as distraction from unwanted behaviour.

The childminder has a good understanding of the Early Years Foundation Stage

framework and has established systems to promote children's learning. Observations of children's achievements support the childminder with the planning of suitable activities. These are linked to the six areas of learning and children's individual interests to help them make good progress.

Children have great fun as they have the opportunity to explore and experiment with a range of media such as paint, glue, foam and sand. Further opportunities are offered for children to develop their creativity and language skills. For example, they move to music and listen to or join in with favourite nursery rhymes and songs. Children talk about numeracy with the childminder in everyday situations, for example, when taking off their coats or dividing the toy cars between children. Very young children develop an understanding of programmable toys, for example pushing a button to achieve a sound effect. Overall, the experiences provided help children develop good skills for their future learning.

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	3
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	3
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	3
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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