

## Inspection report for early years provision

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<b>Unique reference number</b>	EY348384
<b>Inspection date</b>	08/12/2011
<b>Inspector</b>	Loraine Wardlaw
<b>Type of setting</b>	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 2007. She lives with her husband and their school aged child in a two-storey house. The family live in Slough, Berkshire. Children have access to the downstairs of the property and the upstairs bathroom. The facilities include a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is registered to care for a maximum of five children at any one time. The childminder currently cares for one child in the early years age group, full-time. She is able to take children to and collect them from Cippenham School and James Elliman School. The childminder speaks English, Urdu and Punjabi.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are well cared for by a childminder who is sensitive and understanding of their individual needs. They feel safe and secure because the childminder has built a strong and positive bond with them. However, opportunities for children to make independent choices in their play are limited. Children enjoy a varied range of play activities throughout the week which promotes most areas of learning. However, the educational systems in place are not yet rigorous enough to successfully impact on children's progress towards all of the early learning goals. Most documentation is in place to support children's health and well-being. A process of self-reflection and continuous improvement has begun which has led to some good aspects of the provision.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure prior written permission is obtained from parents for each and every medicine before any medication is given (Safeguarding and promoting children's welfare) (also applies to the Childcare Register)
- 23/12/2011

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

- organise a rich and varied learning environment with emphasis on

- accessibility of toy resources to effectively promote choice and independence
- analyse your observations to help plan 'what next' for individuals with emphasis on implementing effective practice in problem solving, reasoning and numeracy.

## **The effectiveness of leadership and management of the early years provision**

There is appropriate emphasis on safeguarding. The childminder has a sound understanding of the child protection procedure in the event of any concerns about a child. The childminder carries out risk assessments on the home and outings, and minimises hazards identified, which are documented accordingly. However, the childminder has not gained parents written consent before administering medicines to children; her records are not complete which is a breach of requirements. Throughout the week children are able to play with a suitable amount of play resources because the childminder rotates her toys. However, the way in which the toy resources and activities are organised does not effectively promote children's independent choice. This impacts on their developmental progress. Outdoor play is planned each day, including walks in the local environment and trips to the park.

The childminder is very conscientious; she has worked extremely hard to complete her Ofsted online self-evaluation form. She translated it into her first language to help her understand before completing it. The childminder demonstrates a commitment to improve her practice and attends training to update her knowledge and skills. For example, she has attended a workshop on 'Heuristic play' and safeguarding training.

The childminder recognises that each child is unique and promotes diversity well through providing good multi-cultural play resources. The childminder is bi-lingual and understands how to support children learning English as an additional language. However, because she is not consistently implementing effective practice she is not yet able to reduce the achievement gap in key skills, for all groups of children. Good relationships are built with parents because the childminder communicates regularly with them. This is to ensure there is effective continuity of care and learning. For example, they often have informal 'coffee and cakes chats' to keep each other updated. Parents write positively of the childminding service. They comment on the childminder's warm and friendly nature and of her no-nonsense but kind approach. Parents are pleased with the provision and note how their children have made progress while in the childminder's care. Together they work on children's language development. The childminder understands her obligation to liaise with other professionals who also care for the children.

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

Young children clearly have a strong bond with the kind and sympathetic childminder. They go to her spontaneously for cuddles and reassurance when they are unsure of what to play with, in the presence of a visitor. The childminder interacts with children generally well; she understands the need to introduce different words and language to children learning English to ensure they make good progress in their communication skills. Together they sit on the floor and explore the toys; the childminder introduces nouns and verbs such 'train' and 'under the bridge'. Children attempt to copy different words and giggle when the childminder plays with them because they think it is fun. They gain lots of learning and enjoyment through the good use of books and singing. Two-year-olds become excited when they look at the large book, 'Wheels on the bus', and attempt to sing the song in their own way. This leads on to them confidently singing elements of another favourite 'Twinkle, Twinkle'. They are fully engaged turning pages pointing out pictures in the book. A scrap book learning journey records some aspects of the children's developmental progress, but does not fully track their learning.

Although there is good emphasis on children developing their communication skills there is less emphasis on children developing mathematical skills. This is because the childminder is less secure on how to implement effective practice and what to look for when analysing children's capabilities in problem, solving, reasoning and numeracy. Children's health is promoted generally well by the childminder. Children enjoy a mid-morning snack of fruit, and drink water regularly throughout the morning from their personalised cup. They walk in the fresh air, for part of the school run because the childminder parks her car a short distance from the school. Children are being toilet trained and learn hygienic hand washing procedures in the process. They receive praise and encouragement from the childminder, which boosts their self-esteem and promotes good behaviour. Children feel very safe and emotionally secure because well-established routines are part of their day. For example, children have a good sleep, after their lunch. The childminder teaches children about the green cross when out and about. She encourages children to wear high visibility jackets on outings. Children learn about their own cultural traditions and those of others. For example, the childminder buys them a present for Diwali and they make Diwali cards for their family.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Records to be kept) 23/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Records to be kept) 23/12/2011