

Inspection report for early years provision

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Inspection date	10/01/2012
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.

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Description of the childminding

The childminder registered in 1995. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her two adult children in Maidenhead, Berkshire. The childminder uses the whole of the ground floor of the house for childminding. Young children use a travel cot for sleeping in a first floor bedroom. There is an enclosed garden for outside play. The family has a cat.

The childminder is registered to care for six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently caring for three children in the early years age group.

The childminder supports children with special educational needs and disabilities. She is a member of the Windsor and Maidenhead Childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy in the care of this childminder as she treats all children with kindness and affection. The effective relationships between parents and the childminder help to support the children's individual needs. However, there is limited furniture for younger children's use. Children are making good progress in their learning and development as a result of the childminder's enthusiasm for providing good childcare. The childminder has a good range of toys and resources but younger children have limited opportunities to self select what is available. The childminder reflects on her practice to maintain the continuous improvement of the service she provides for the benefit of 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 furniture to meet children's individual eating routines
- devise a system for younger children to independently select play resources.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge and understanding of her role and responsibility for helping to protect children from harm and neglect. The childminder has a range of portfolios containing helpful written policies and procedures, and useful information related to children's care and enjoyment. These are shared with parents so that they are aware of her childcare practices. The childminder carries out risk assessments to help ensure children move around the home and garden safely. She demonstrates a very good awareness of procedures

to keep children safe on outings, for example children wear bracelets with emergency contact numbers in the event that they may become separated from the childminder. The childminder maintains records, policies and procedures, which are implemented to support the welfare and well-being of the children.

The childminder organises her home and play resources for older children well. However, younger children are not easily able to make choices independently about the play resources available. The furniture is safe and suitable for their purpose but not sufficient to meet children's individual eating routines.

An inclusive environment is provided by the childminder. Children's individual needs are met well through discussions with parents and making reasonable adjustments to the activities to ensure all children are included. In addition, children are provided with lots of interesting opportunities to learn about diversity, as they celebrate different cultural festivals, such as Diwali.

Trusting relationships are established with parents. Parents are kept well informed about their child's day through the use of written and verbal communication. The childminder works closely with other agencies involved with the care or education of the children to provide appropriate support which extends children's learning. She shares information with the nursery teacher, when she collects children, which promotes consistency of care and learning for the children.

The childminder has begun to self-evaluate her practice. She has a good understanding of the importance of continuous improvement to provide better outcomes for children and has clear ideas for future improvement. These include developing the planning of activities and attending future training events to keep updated with practise issues. The views of the parents are sought as part of the self-evaluation process. Parents are canvassed for their views on the childminder's care and remark that their children enjoy attending the provision and they are happy with her care.

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

The childminder takes steps to ensure children in her care remain healthy and free from cross infection; for example, children don't attend if they are unwell. Children benefit from delicious home cooked meals such as shepherds pie and pasta dishes. Drinks are available at all times in individual beakers or bottles to enable children to freely access them. In addition, children learn about sustainability as they grow their own fruit and vegetables which they delight in eating such as strawberries, chilli and potatoes.

Children gain an awareness of their own health and hygiene through daily routines, such as, washing their hands after using the toilet or outdoor play. A sick child policy is also in place and is known to parents. This explains to parents that their child may be excluded from her care if they are ill in order to prevent the risk of cross infection. The required consent is obtained prior to giving any medication or

emergency treatment and a written record is kept of all medicines administered to children.

Children are developing an understanding of keeping safe in the home as any hazards are clearly minimised. Safety gates in relevant areas within the home, ensure young children are kept safe and under constant supervision during the day. Children can play, work and feel safe and secure as the childminder set clear boundaries of behaviour and self control.

The childminder has developed a good understanding of the six areas of learning and has established systems to promote children's learning. Observations of children's achievements support the childminder well when planning future activities and link to the six areas of learning.

Children develop skills they need for the future. They have routine access to books and drawing materials to enable them to develop their communication and language. Knowledge and understanding of the world around them is promoted. They visit local places of interest such as farms, the river and parks. Regular trips to local pre-school groups provide children with a wider range of craft experiences and the opportunity for children to develop their social skills and interact with other children. Very young children have access to programmable toys to enable them to learn the skills they will need to operate information and communication technology. Children have the opportunity to make up imaginative games as they dress-up as a dinosaur or princess. Children's manipulative skills are developing as they use rolling pins, cutters and with malleable materials to gain their chosen effect.

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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