

Inspection report for early years provision

Unique reference number	EY433446
Inspection date	23/01/2012
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 2012

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 lives in a three bedroom house with her family in Slough, Berkshire. Her children are twins aged 13 years. They live close to local amenities and schools. The family has a cat, guinea pig and tropical fish. The childminder was previously registered as a childminder but re-registered in 2011. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for six children under eight years of age; of these, three children may be in the early years age group and one may be under one year at any one time. Currently, the childminder has five children on roll, of which four are in the early years age group and cared for on a part-time basis, with two attending school full time.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a strong capacity for her continuous improvement. She has evaluated her provision effectively and is aware of her strengths and priorities for improvement. She has put in place rigorous policies, procedures and risk assessments which help keep children safe and promote their well-being. The childminder has a good understanding of the Early Years Foundation Stage framework. Partnerships with parents and other providers/agencies which support children's development are being established well overall and consequently, children are making good progress in relation to their starting points. Overall, children are provided with a range of activities and resources 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:

- enhance the systems in place to observe children and plan for their individual learning by inviting parents to contribute to children's development records and extending the partnerships with other providers sharing care of children in order to support children's achievements as they work towards the early learning goals
- extend the opportunities for outdoor learning experiences across all areas of learning to complement children's learning and development indoors.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a high level of commitment to children's safety. She has conducted and reviewed the risk assessments of her home and garden in order to keep children safe. Her robust policies are shared with parents who sign to acknowledge their understanding of the procedures which help protect their children from harm and support their health and well-being. In respect of safeguarding children, the childminder has a clear understanding of her responsibilities to identify any child at risk of harm and liaise with the appropriate child agencies. Children's registration documents are completed appropriately and maintained confidentially. There are effective systems in place for recording children's attendance, any accidents and medication. Children have taken part in an evacuation drill recently which enhances their understanding of their own safety. The childminder makes parents aware of Ofsted's role as the regulatory body.

The childminder has implemented systems to evaluate her provision, and in doing so, has been able to identify her main strengths and areas for future improvement. She is extremely motivated and her visions for the future are well targeted to bring about her future development. The childminder has established effective partnerships with parents, ensuring children's needs are met. They are kept well informed about their children's achievements and progress, although are not yet contributing to children's development records to extend their development at home. Likewise, although the childminder has been proactive in engaging with other providers sharing care of the children, such as pre-schools, she has yet to extend this communication to support individual children on a regular basis, in order to promote and share children's achievements. However, the childminder has a very clear knowledge of children's backgrounds. She meets with parents initially and understands children's interests, likes/dislikes and routines. The childminder actively promotes equality and diversity and encourages children to recognise other peoples' similarities and differences and be aware of the society they live in. Children are provided with a wide range of resources which support their learning across all aspects of their development; these resources are effectively used to achieve the planned goals for individual children. The environment is welcoming and conducive to learning. Therefore, children are achieving in relation to their starting points and their development is good as a result.

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

Children are happy and settled. There is a calm and welcoming atmosphere which helps children to settle and feel secure. Children demonstrate a sense of belonging and clearly feel safe in the childminder's care. They learn about their own safety through taking part in a fire evacuation drill and learning how to cross the road safely. Routines for the day-to-day practice are well organised and consequently help children to feel confident. Children understand about what constitutes a

healthy lifestyle. They enjoy nutritious snacks and the childminder engages with parents about the foods provided for the children. Children have daily opportunities for exercise and fresh air, either out in the garden, walks to school or visits to the park. Consequently, children are increasing their understanding of regular exercise and maintaining a healthy lifestyle. Babies are provided with a comforting place to sleep/nap and happily snuggle up with the childminder for cuddles.

Children are well behaved and have warm bonds with the childminder. They are confident and show good levels of self-esteem. Children take the initiative to play on their own, but are happy to seek the help and support of the childminder when needed. Children have opportunities to mix and socialise with others and therefore learn to respect each other and accept each other's differences. Children are progressing in communication, literacy and numeracy skills due to the wide range of resources available to them and their interaction with the childminder and therefore, are developing their skills for the future.

Children are provided with a range of play and activities which encompass all areas of learning and the childminder is happy to support children's out of school activities, such as swimming lessons. Children's routines are met well and they are provided with some outings, especially during the warmer periods. Children can easily access their resources and choose their play; however, activities which extend children's learning from the indoors to the outdoors are fewer and consequently, children miss out on opportunities for learning in the outdoor environment. However, children are curious and inquisitive and are able to work independently.

The childminder has set in place delightful development books for the children, with observations linked to the areas of learning, demonstrating their progress as they work towards the early learning goals. These observations are complemented with photographs, so parents have a clear indication of how the children are progressing. She uses these observations and her own awareness of children's progress to plan future activities, but is not yet inviting parents to share these development books and further extend their children's development by contributing towards these. Nevertheless, children are clearly making good progress in relation to their capabilities and starting points and are enjoying their 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	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	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
--	---

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
--	-----