

Inspection report for early years provision

Unique reference number	EY429602
Inspection date	10/02/2012
Inspector	Carol Willett
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 registered in 2011. She lives with her husband and two young children, one of whom is primary school age. They in a house in a residential road in Slough, Berkshire. Children have access to the ground floor of the property for their play. They go upstairs to sleep during the day. Children have access to an enclosed garden for outside play. Local parks, shops and schools are within easy walking distance. The family has a cat and a dog that has a separate area of the garden.

The childminder is registered to care for four children under eight years, of whom two may be in the early years age range. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, of whom two are in the early years age group. The childminder visits local children's activities and can take and collect children from school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and play well in the child-friendly, family home. The childminder's capacity for continuous improvement is satisfactory and systems to evaluate and reflect on her practice are in the early stages. She has not fully identified weaknesses with regard to some aspects of safeguarding, including emergency practices and record keeping for pre-existing injuries and outings permissions. Children make good progress in their learning and development, as the childminder provides a good range of toys and activities. Children are all effectively included through caring support from the childminder and they have equal opportunities to participate in activities. Good relationships with parents ensure consistency of care for children so that, overall, their needs are soundly met.

What steps need to be taken to improve provision further?

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

- practise regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- obtain written parental permission for children to take part in outings
- improve steps taken to safeguard children by implementing policies and procedures appropriately, including follow-up of any concerns
- develop further self-evaluation procedures to identify strengths and priorities

for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of how to safeguard children and, mostly, understands her role in helping to protect them from harm. However, she does not have effective procedure for recording existing injuries with which children arrive. The written safeguarding policies and procedures are readily available to parents and, generally, contribute to children being appropriately safeguarded. Risk assessments are maintained and are sufficiently detailed. The childminder take positive steps to reduce hazards so that her home and garden are safe and secure. Children are supervised at all times. The childminder has not practised fire evacuation with children so that all are aware and confident in an emergency. The childminder has started the process of self-evaluation. However, she is not confident in assessing how she will improve outcomes for children or identify all areas requiring further development. For example, she does not obtain written consent to take children on outings. The childminder is enthusiastic about childminding and she is keen to develop her provision. She would like to improve her knowledge and skills through training but she has not yet developed a clear plan of how she will achieve this.

The childminder is soundly organised and she has a secure understanding of children's development. She has good systems in place to find about children's starting points through good relationships with parents. She plans effectively for children's learning, using her observations and discussions with parents so children make good progress. The childminder has a wide range of suitable, good quality toys that are freely accessible to children and, overall, supports children's learning and development. She generally promotes equality and diversity well. She ensures activities are available to all children, providing good support to enable all children to be successful and enjoy their time. The childminder has identified the need to increase her resources to reflect different cultures and disability to provide a positive awareness of diversity.

The childminder develops highly positive partnerships with parents providing detailed verbal and written feedback about children's well-being and daily activities. She well shares children's development records regularly with parents. All policies and procedures are available to the parents and the childminder obtains a range of written consents so that she is aware of their wishes. However, she has not obtained parental permission for children to go on outings. The childminder has developed useful, effective partnerships with schools children attend. She shares information to ensure they are well informed and provides consistency in the children's care and learning.

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

Children settle well in the childminder's home, as she is caring and attentive. They show they feel safe and secure. For example, they confidently seek cuddles and attention and enjoy sitting on the childminder's lap to have their hair brushed. Children confidently explore the toys and the home, as the childminder organises it well so they play safely. Children effectively learn about keeping themselves safe. They are given clear boundaries as they walk to school and use parks. They learn safe practices, such as not standing on the sofa and how to use the trampoline safely. They know they are not allowed in the kitchen. Children develop a good understanding of what is expected, as they receive lots of praise and encouragement that increase their self-esteem and confidence. Children mostly behave well and respond to the childminder's appropriate behaviour management strategies that take into account their age and stage of development. The childminder sensitively encourages them to share toys when they find it difficult, owing to their stages of development. Young children are developing empathy when they see other children upset and climb onto the sofa offering books to share, as they read together.

Children's good health is well promoted. They play in a clean, well maintained home as, for example, children and visitors are required to remove their outdoor shoes. Children learn good personal hygiene routines from an early age, as toddlers wash their hands after nappy changes in preparation for toilet training. They develop a good understanding of healthy eating, as the childminder provides a varied diet that includes fruit and vegetables for snacks and meals. Children plant and grow some fruit and vegetables in the garden to further develop their understanding. They have good daily opportunities to be active and spend time in the fresh air. They play outside in the garden, walk to school, take the dog for walks and visit the park.

Children make good progress in their learning, as the childminder has a good understanding of child development and she plans effectively for their individual needs. They have access to a wide range of toys, activities and outings linked to the six areas of learning. The childminder records children's learning through photographs and written observations, which she shares with parents to encourage them to be involved. She regularly identifies children's learning targets, which inform future planned activities. Children develop a good understanding about different cultures through planned creative activities. They have good opportunities to mix with other children and adults to develop an understanding of others and develop their social skills; they enjoy many outings to shops, parks and toddler groups. Children's communication develops well, as the childminder introduces new words whilst looking at books and completing jigsaws. The childminder well encourages sharing, colour recognition and counting, as children build towers with stacking cups. Children push buttons on musical activity toys and enjoy sounds they make. Children significantly benefit from the childminders skills to support and extend their learning. They develop use tools and manipulate the dough to make 'gingerbread men' and 'cakes' with candles, developing their numeracy and creative skills. Children actively explore the toys and make choices in their play.

The childminder provides children with the necessary resources, activities and opportunities they need to develop good skills for the future.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	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	3
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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