

Inspection report for early years provision

Unique reference number	105389
Inspection date	22/02/2012
Inspector	Lynne Lewington
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 1991. She lives with her husband in Cippenham near Slough. The whole of the ground floor of the childminder's home is available for childminding and one bedroom for rest. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the childcare register to care for a maximum of six children under eight years, no more than three may be in the early years age range. Currently there are two early years children on roll. The childminder walks to the local schools to take and collect children. She attends the local toddler group and takes children to the local library and park.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children receive good quality care that meets their individual needs in a happy and relaxed environment. They have access to a good range of play opportunities which effectively support their learning and development. The childminder has positive working relationships with parents and partnerships with other settings. She is enthusiastic and dedicated to promoting good outcomes for all children. Most of the required documents are in place to meet the requirements of registration. Systems for reflecting and evaluating practice are generally good and most aspects have been identified, showing a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- make a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. 07/03/2012

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

- strengthen processes for self-evaluation to identify strengths and weaknesses in order to maximise continuous development.

The effectiveness of leadership and management of the early years provision

Safeguarding is promoted very well as the childminder is knowledgeable. Clear policies and safeguarding information are easily available for parents, ensuring

they understand the childminder's role in reporting concerns. Good care is taken to ensure children are safe within the premises and on outings. For example, the front door is secure, chemicals are safely stored away and a safety gate is in use. However, while the childminder manages risks well, a record of the risk assessment for the premises is not maintained and this is a breach of a legal requirement.

Children have easy access to a good range of age appropriate well maintained toys and resources which they can access independently both indoors and out, increasing their independence, curiosity and interest. The well-maintained, spotlessly clean environment provides an attractive play environment for the children. They use the ample floor space or low level table for their play. Parents comment very favourably on the high quality of the service the childminder provides. They feel well-informed about their child's activities and progress, as well as the wide range of experiences and activities they undertake which encourage development. Parents also comment on the childminders warm, welcoming, adaptable and supportive nature. Comprehensive information sharing with parents about the service offered and the needs of the child enable all involved to feel confident and the child's needs to be understood and met appropriately. Effective partnerships are in place with other settings children attend and the childminder seeks the advice of other professionals, with parental consent, in order to assist children's development. Information is shared about interests and experiences encouraging continuity of care and learning. Detailed information gathered before admission enables the childminder to understand and meet individual needs very well.

Children have access to good quality books and resources which reflect a diverse society and learn about cultural events through their activities. They learn about the community around them through their regular outings as good use is made of resources in the community for young children. They visit local parks and activities. The childminder drives improvements and her enthusiasm and commitment to her role is clearly evident in her organisation and relationships with the children and their families. She has reflected on different aspects of the service and identified aspects for future development. However, there is scope for this to be more vigorous because an aspect of the requirements has been overlooked.

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

Good care is taken to promote children's awareness of health and safety issues. For example, regular fire drills increase awareness of the need to leave the premises quickly and safely. Children learn about road safety on outings and how to use equipment with appropriate care. Individual towels are provided for hand drying and children learn the importance of hand washing before food and after toileting. Children enjoy food provided by their parents which is stored appropriately to ensure it remains fresh. The childminder encourages parents to send healthy food and drinks for their children. Good care is taken to promote children's interests and encourage their development. Photographs clearly indicate

their activity, and the skills they are developing. These are shared with parents along with informal discussions which all help to ensure they work together to promote the child's progress effectively. The childminder is knowledgeable about development and encourages parents to seek further advice if she identifies concerns about any aspect of development.

Children undertake a broad range of activities which encourage all aspects of their development well. A young child confidently explores the variety of resources set out around the room, making independent choices. Fine coordination develops through opportunities to use writing implements and paintbrushes, tools and utensils in the dough and cooking activities. Interactive toys provide an opportunity to press and push buttons using fine movements and also develop an awareness of cause and effect. Children have easy access to good quality attractive fact and fiction books. For example, the childminder sits on the floor to share books with a young child. They look and talk about the pictures and use the finger puppets that accompany the books. This helps children learn to value books as a source of entertainment and knowledge. Language development is promoted very effectively through the childminders narrative, and open questions which encourage children to think. She is expressive in her gestures and facial expression which helps to promote positive communication skills.

Children have access to puzzles, shape sorters and construction toys which encourage them to think about size, shape and position as they play, match and sort. They count and talk about shapes as they play and go about their daily activities with the childminder. This informal learning reinforces their understanding. Children develop their social skills as they learn to interact with those around them both in the setting and on outings. The childminder encourages good manners through her own positive example and she ensures the children are praised and encouraged meaningfully. She demonstrates a good awareness of development and how this affects children's behaviour and understands the importance of setting boundaries and expectations for behaviour. Consequently, children learn right from wrong through gentle but consistent reminders and her good role modelling.

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

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

Met