

## Inspection report for early years provision

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<b>Unique reference number</b>	EY102174
<b>Inspection date</b>	28/02/2012
<b>Inspector</b>	Susan May
<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.

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## **Description of the childminding**

The childminder registered in 2002 and lives with her partner and two children aged 11 and 16 years in Slough, Berkshire. The ground floor of the premises is used for minding. There is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register and may care for a maximum of six children under eight years at any one time, of whom three may be in the early years age group. The childminder is currently minding five children in the early years age group. The childminder is prepared to take and collect children from local schools.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and secure with the childminder and enjoy spending time with her. She operates an inclusive practice as she recognises the unique qualities of each child. Children make good progress in their learning as the childminder recognises their stage of development and plans activities that mostly support their next steps. The childminder understands how building links with parents and others involved in the children's care benefits the children. The childminder thinks about her practice and seeks to make continuous improvements to meet the ever-changing needs 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:

- consistently analyse observations to help plan 'what next' for individual children

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

Children play happily with a wide range of toys and resources that are easily accessible in the childminders safe and secure home. All children and their families are welcomed warmly, their needs are met as the childminder offers an inclusive service. The childminder has a good understanding of safeguarding issues and attends local authority courses to ensure she has the most recent contact details and information. Children are never left unsupervised with adults who have not had appropriate checks.

The childminder has policies and procedures in place that underpin her good practice, these are shared with parents. All the required children's details including

parental consents are in place and confidentiality observed at all times. The childminder has considered all aspects of risk, completes risk assessments and takes appropriate steps to minimise possible hazards. All of this contributes to children being well safeguarded. The childminder provides an inclusive practice, taking into account each child's individuality as she recognises their particular needs. Although it is not currently relevant for the children cared for, the childminder discusses the value of sharing information with other carers to provide continuity in children's learning.

Parents are well informed about their child's day, as the daily communication book, provides them with opportunities for a two-way share of information about everyday events. Further information is shared with parents through verbal discussion, newsletters and e-mails. Parents express confidence in the childminders capabilities as they comment on her friendly and professional attitude, the open communication links and the good care their children receive. The childminder thinks about her practices and demonstrates commitment to improving her practice as she shares her thoughts and ideas with fellow childminders and has contact with the local authority to help her improve her practices.

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

Children move confidently around the childminder's home and enjoy a warm relationship with her. Children make good progress in their learning. They are inquisitive learners who are eager to sample the toys and experiences available to them indoors and outside. Their independence fostered as they choose what they want to play with and are encouraged to put on their shoes for outdoor play. The childminder promotes children's sense of belonging. For example, she provides them with their own named basket for spare clothes, coat pegs and hand towels. Daily verbal discussions, a daily diary, routines and planned outings are shared with parents to provide clear information about their child's day. The childminder requests information about events and achievements at home and keeps a record of children's progress that parent's access at regular intervals. However, while she knows the children well and plans interesting group activities, she does not consistently analyse her observations in order to help plan 'what next' for individual children.

The childminder develops close relationships with the children. She understands how to promote children's language and social skills; for example, as she puts young children's babble into words that she then repeats back to them. The childminder is on hand to support children at all times and praises their achievements when they succeed. This boosts children's confidence in their developing skills and abilities. The childminder regularly meets with other early year's providers and attends several groups, providing opportunities for children to find out about local community and develop their social skills. Children's awareness of the wider world and its diversity is promoted by the childminder's positive attitude and through welcome posters and resources. Children have good access to

books; regularly visit the local library and enjoy sitting with the childminder for a quiet story. They make marks as they use tools in the play dough and have access to crayons and paper. They begin to understand the written word has meaning as they see various posters around the home. Children problem solve as they play, for example, working out how to put up the toy high chair in order to feed their dolls. They count in everyday events and colour match as they select rolling pins that match the play dough colour.

Children develop future skills as they have access to a range of interactive toys. They happily press animal pictures and listen with pleasure to the animal sounds. Children adopt a healthy lifestyle and begin to find out about the natural world as they regularly go for walks, play in the garden and go on visits to local parks, the pet shop and garden centre. Children's behaviour is managed in a sensitive way and the childminder makes good use of discussion and distraction to encourage the children to think through the consequences of their actions. Children are praised frequently, for example, when they share toys demonstrating increasing care and respect for each other. Simple house rules and clear guidelines for behaviour help young children understand what is expected of them. Children demonstrate an increasing understanding of keeping themselves safe, as they know to sit carefully on chairs at the table, in case they wriggle off and bump themselves. The childminder has effective procedures to help prevent the spread of infection and helps young children learn about good hygiene through play as she gives them wipes to clean the dolls faces before and after they are 'fed'. The childminder prepares children's snacks and encourages parents to provide healthy meals; young children are reminded to drink regularly. The childminder recognises children learn through play and as an experienced childminder remains committed to maintaining and improving the provision to benefit the children.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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