

## Inspection report for early years provision

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<b>Unique reference number</b>	105375
<b>Inspection date</b>	08/03/2012
<b>Inspector</b>	Glenda Pownall
<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.

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 1995. She lives with her husband, two adult sons and one child who is aged 12 years, in Slough, Berkshire. The childminder uses the whole of the ground floor of the house for childminding. There is an enclosed area for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding two children full time and one child part time in the early years age group. The childminder has a relevant early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is kind and caring and offers a warm environment where children have their individual needs well met. As a result, children appear at home in her care and generally access activities and resources that support their interests. The strong partnerships with parents contribute towards the good progress children make in their learning and development. Overall, what contributes to a healthy lifestyle is generally promoted effectively and the breach of requirement is of low risk to children's good health. Overall, the systems in place to reflect on practice aid continual improvement in the best interest of children in the childminder's care.

## What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare).
- 09/03/2012

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

- support children in making healthy choices about the food they eat by helping them to understand why some choices are healthier than others
- consider ways to make resources easily accessible for all children so that they can select resources independently.

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

The childminder gives priority to children's safety and welfare. She uses her good knowledge of the required policies to support her with this, although written statements do not always reflect her practice. The childminder does not obtain prior written consent from parents before each specific medicine is given. However, this breach of requirements is of low risk to children. This is because parents provide the medication, they sign a general written consent to administer any medication and they confirm their consent by signing after the medication is given. The childminder has a strong understanding of the procedures to follow if concerned a child is at risk from harm. She has attended safeguarding training to refresh her child protection knowledge. Children are cared for in a safe environment because the childminder carries out risk assessments and puts safety measures in place to reduce any identified hazards. Fire drills help children to understand what to do in the event of an emergency evacuation.

The childminder strives to complete all necessary documents as she finds paperwork a challenge. She has devised some brief written policies and accurately identifies refining these and medication consents as areas for development. The childminder makes good use of self-evaluation to identify areas for improvement. She seeks to enhance her practice by increasing her knowledge and skills through training. Since the last inspection she has renewed her first aid training and completed a level 3 childcare qualification. The childminder has a suitable range of good quality resources, though they are not readily accessible to all children due to limitations on space. However, the childminder asks those children who are able to say what they would like to play with each day and she then makes these resources accessible to them. She knows how to plan activities to promote children's learning and development.

The childminder establishes effective partnerships with parents. She explains her policies to parents and provides them with a copy of her written statements. She exchanges information with parents on a daily basis about children's routines and activities. She keeps parents well informed about their children's achievements and shares the records of learning with them. Parents are very happy with the care their children receive. They particularly value the childminder's professionalism, the relationships she develops with children and the progress children make while in her care. The childminder plans activities to support children's awareness of the diverse society in which they live. She gains a good understanding of their background, culture and individual needs through the strong relationships she develops with parents. The childminder is proactive in developing effective links with other settings and professionals to promote children's well-being and learning. Before children start in her care she visits their existing settings to aid a smooth transition for children.

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

The childminder provides effective support to children and there is a good mix of planned and child-led activities covering all areas of learning. The childminder regularly records written and photographic observations of children. She assesses these and uses this information to plan activities tailored to each child's abilities and to support their next steps in learning. The childminder demonstrates good knowledge of how activities link to the different areas of learning. As a result, children develop useful skills to support their future learning.

Children's knowledge of technology is developing well. They demonstrate a good level of concentration as they persevere to complete simple computer programmes using a touch screen resource. Children recall experiences that they have enjoyed with the childminder. For example, a visit to the pet shop where they were able to stroke a guinea pig. They competently count to 10 and beyond and show good manipulative skills as they place game parts into different slots. There is lots of laughter and nervous excitement as children take their turn to push the crocodile's teeth down during a game.

Children show they feel secure in the childminder's care. They are confident to talk to the inspector and tell her about their favourite activity, which is playing with touch screen computers. Children explain what they would do to keep themselves safe if there was a fire in different parts of the home. Children form strong relationships with the childminder. They chat happily with her about what they are doing during activities and sit close to her to listen to stories.

Children understand agreed ways to behave. They wait their turn when playing games and help the childminder tidy resources away at the end of activities. Children learn about the wider world through outings in the local community and planned activities, such as trying foods associated with different cultures.

Parents generally provide the food for their children's meals and this helps to ensure that children eat in accordance with the wishes of their parents. Children develop awareness of healthy eating as they make sweet corn, tomato and mushroom pizzas for their lunch. They enjoy eating it and say how good it tastes. However, some of the snacks on offer, such as sweets, crisps and biscuits, do not encourage children to make healthy choices about what they eat. Children have regular opportunities to participate in physical activities through walking to school, outings to parks and visits to toddler groups.

## 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	3
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

<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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints)(also applies to the voluntary part of the Childcare Register). 22/03/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Procedures for dealing with complaints). 21/03/2012