

Inspection report for early years provision

Unique reference number	108366
Inspection date	29/05/2012
Inspector	Sheena Bankier

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.

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Description of the childminding

The childminder registered in 1992. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for six children under eight at any one time. There are currently four children on roll in the early years age group, who all attend on a part-time basis.

The childminder lives with her husband and two adult children in Ascot, Berkshire. The downstairs only is used for childminding. There is an enclosed garden for outdoor play. The home is accessible at street level. The family has two dogs. Local facilities are within walking and short driving distance, such as, parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time with the childminder, and are happy and settled in her care. Some aspects of the childminder's support and interaction to underpin children's critical thinking and mathematical skills, and awareness of healthy practices are not always consistent. The childminder forms good relationships and partnerships with parents and other settings. She soundly understands her responsibilities to children's welfare. There are some potential safety issues in the childminding home, resulting in a breach of requirements. The childminder takes some appropriate steps to evaluate her practice and demonstrates a sound capacity to drive and maintain suitable continuous improvement.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that hazards to children - both indoors and outdoors - are kept to a minimum, in particular the glass panelled doors (Suitable premises, environment and equipment). 19/06/2012

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

- develop the further children's mathematical understanding during play and daily routines
- develop further use of open-ended questions to underpin children's critical thinking skills

- promote further children's understanding of healthy practices, for example, through more consistent hand washing routines.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a sound understanding of her responsibilities to safeguard children's welfare. She has undertaken safeguarding training and has relevant information to refer to in the event of safeguarding issues arising. The childminder risk assesses her home and makes the required record of this procedure. However, the glass panels in the doors are a potential risk to children as the glass is at a low level and not identified as safety glass. This is a breach of requirements, as providers must take all reasonable steps to ensure that hazards to children are minimised. Children learn about their safety soundly as they regularly practise the evacuation procedure and road safety.

The childminder suitably organises her records. She demonstrates a sound commitment to undertaking further training to help support her practice appropriately. The childminder has some suitable self-evaluation processes in place. This includes liaising with parents to gain their feedback and taking account of children's ideas and interests. The childminder demonstrates a sound capacity to drive improvement, such as through attending further training. She has addressed the recommendations from her last inspection. As a result, she demonstrates an appropriate capacity to maintain continuous improvement.

The childminder has a good knowledge and understanding of children's individual needs. She works closely with parents to exchange information about their children's needs on an ongoing basis. This promotes consistency and continuity in children's outcomes. The childminder treats children with respect and equal concern. Children have equal access to a good range of resources, which the childminder rotates to offer variety and interest to children. Children make independent choices from easily accessible resources. As a result, children initiate their own play and ideas. Children learn to take care of the resources, for example, they help tidy up and keep them clean.

The childminder provides good information to parents, such as displaying information on a notice board and providing an information pack about her service. She communicates effectively with parents and provides daily exchanges of information, for example, about children's time spent with her. The childminder forms good partnerships with other settings and as a result is able to complement children's learning at other settings.

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

The childminder provides warm, kind and caring attention to children. Children are happy and settled in the childminder's care and home. Children demonstrate they

feel confident in the care of the childminder and her home. For example, they freely move around the areas of the home and independently access the different toys and resources. Children confidently make eye contact and initiate discussions with the childminder. The childminder supports children's suitable understanding of safety, such as reminding them to behave in safe ways. Good relationships are in place between the children and with the childminder. Children are developing strong respect for others, for example, saying 'thank you' to other children when they pass them a toy. The childminder offers warm praise and encouragement to underpin children's effective self-esteem and confidence. Children access resources that reflect diversity in their natural play, such as books, dolls and small world toys. This raises their positive awareness of the wider world. Children develop social skills with a wider group of children and adults, for example, regular activities and outings are organised with other childminders and minded children.

Children enjoy the toys and activities. They participate well in activities independently and with the childminder. Children develop suitable skills for the future through the activities and childminder's appropriate interaction. The childminder demonstrates a sound understanding of children's progress and their next steps of progress. She is beginning to document observations to support this process. The childminder follows children's interests soundly, for example, children enjoy looking at a book about sea life so she finds another book about sea life, and they play with the model sea creatures. This supports children in making connections. Children demonstrate strong levels of concentration at activities. Children make some good progress, although, at times their learning is not always consistently extended. The childminder at times does not use effective questions or introduce further learning concepts during play. For example, while building with bricks the childminder introduces colours but does not count the bricks as they build them. The childminder does not always use open-ended questions consistently to encourage children's further critical thinking skills. The childminder uses the outdoors soundly to support children's learning. She encourages children to handle and explore natural materials and observe wildlife.

Children benefit from plenty of fresh air and physical activity. The childminder takes children out to explore the outdoors daily, such as walks in the forest, visits to feed the ducks, and outings to different parks. Children benefit from accessing different physical play equipment in the garden and at the parks. This promotes their sound physical skills. Indoors children enjoy dancing and musical activities. This promotes their physical skills suitably and good health through fun activities. Hand washing routines are not always consistent to enable children to understand and appreciate the need for good personal hygiene. The childminder appropriately supports children's understanding of healthy eating, for example, during imaginative play she chats to children about the fruit and vegetable play food.

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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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:

- ensure the premises used for childcare are safe and suitable for that childcare (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 11/06/2012

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) (Suitability and safety of premises and equipment) 11/06/2012