

Inspection report for early years provision

Unique reference number	EY439981
Inspection date	31/05/2012
Inspector	Susan May
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 2011 and lives with her husband and two year old daughter in Slough, Berkshire. All of the ground floor and first floor rooms are used for minding. There is an enclosed garden area available for outside play.

The childminder is registered on the Early Years Register; the compulsory and voluntary parts of the Childcare Register and may care for a maximum of five children under eight years at any one time. The childminder is currently minding one child in the early years age group.

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 good.

Children demonstrate a sense of belonging and an eagerness to participate in activities as they confidently move around the childminder's home. They play with resources in a stimulating environment that helps ensure they make good progress in their learning. The childminder builds strong relationships with parents and carers to promote continuity and ensure children's needs are well met. The childminder offers an inclusive setting overall; where all children are valued and warmly welcomed, although resources to reflect people's diversity are limited. The childminder thinks about her practice and undertakes training to develop her knowledge. This commitment to improving her practice helps ensure she is able to meet the ever-changing needs of both 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:

- increase the range of resources that reinforce positive images of culture, gender, disability and ethnic diversity.

The effectiveness of leadership and management of the early years provision

Children play in an environment that is attractively set out with a wide range of stimulating toys and resources to appeal to the children. Children are protected in the childminder's care as she follows procedures to ensure they remain safe and supervises them at all times. The childminder demonstrates an accurate knowledge of the safeguarding procedures to follow if she has concerns about a child in her care. Risk assessments and ongoing safety checks on the premises effectively identify and minimise possible hazards; these are reviewed to help ensure they are

appropriate to the age and stage of development of the children for whom she cares. Children's well-being is maintained as all documentation relating to the children is in place; this includes appropriate parental permission and clear procedures to record accidents and medication. All documentation is stored securely and confidentiality observed at all times.

The childminder supports inclusive practice as each child's needs are well met, family circumstance and backgrounds valued and acknowledged. Children begin to understand about the wider world as they go into the community, follow the childminder's good role model, celebrate events and access books that promote positive images. However; resources are limited, leading to some gaps in children's developing understanding of culture, gender, disability and ethnic diversity. The childminder builds good relationships with parents and other carers to reinforce children's sense of belonging, promote self-esteem and provide continuity in their care and learning. Parents demonstrate their regard for the childminder as they comment on the varied and exciting range of projects and activities children undertake and the consistency with which good manners and standards of behaviour are maintained. Parents share their children's learning through ongoing daily verbal discussions and contribute to records of the children's development as they provide information about what children do at home.

The childminder clearly enjoys her role as a childcare practitioner, demonstrating commitment to improving her practice as she undertakes further training, for example, in outdoor learning. She has good links with the local authority development worker and meets regularly with other childminders to discuss best practice. The childminder thinks about the care and learning experiences she offers and requests suggestions and comments from parents to help assess her practices in order to make improvements that will benefit the children.

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

Children play happily in the warm, friendly environment the childminder provides. They confidently choose from a varied range of resources that provides them with opportunities to make good progress across all areas of learning both indoors and outside. A good balance of child initiated and adult supported activities helps promote their learning. The childminder knows children well. All information about the children is shared with parents verbally, through a daily diary and observations that include photographs and examples of children's work that clearly show their progress. Children's starting points are discussed and the childminder works closely with parents and others involved in the children's care. For example, she requests information on what children do at home and uses this information in her own planning to reinforce and extend children's learning in her home.

Regular opportunities for physical exercise contribute towards children adopting a healthy lifestyle. For example, they play in the garden; running and flapping their arms as they pretend to be birds and walk to the woods to explore the environment. Social skills are developed well as children play with each other in

the childminder's home and meet with other childminders and children. This helps increase their understanding of the local community and the wider world. Children begin to understand about keeping themselves safe as the childminder helps them understand through good practice and discussion the possible consequences of their actions. For example, children know why they strap their dollies into high chairs while they are 'making' their lunch. Children have access to a variety of materials to explore their creativity. They recycle cardboard boxes to make models, dance to nursery rhymes and make their own music. Children enjoy their play; they enjoy sitting with the childminder, their learning extended as the childminder chats to them, developing their thought processes and vocabulary as she asks open ended questions. Regular visits to the library and a good selection of books in the home help them develop pleasure in books and stories. Children have ample opportunities to mark make as they have access to paint, paper and crayons. They develop future skills as they access the music keyboard, telephone and interactive toys. Children explore real and imaginary situations in their play and develop problem-solving skills as they have access to a range of construction toys and puzzles. They identify colours; count in everyday activities and begin to recognise numbers and letters as they see children's posters displayed around the home.

The childminder provides good opportunities to help children to develop an awareness of the wider world as events that are important to them are celebrated. She recognises the value of creating an inclusive environment encouraging children to feel a strong sense of belonging to promote their self-esteem. The childminder works with parents to provide meals according to children's preferences and dietary requirements. Meal times are enjoyable social occasions when children sit at a table; often outside if the weather permits. Children have some choice about what they wish to eat and drinks are always available. These pleasant occasions help to provide children with a sound basis for good future eating habits. The childminder is a good role model and encourages children to clean their hands after playing in the sand and before snack. Children behave very well; they are confident, eager to please and have clearly developed caring relationships with the childminder as they have fun in her care.

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