

Inspection report for early years provision

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Inspection date	09/11/2011
Inspector	Aileen Finan
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 1990. She lives with her husband and three adult sons in Datchet, Berkshire. Their home is close to local amenities, schools and nurseries. The childminder uses the whole of the downstairs area of her home for childminding. Young children use a travel cot in a bedroom upstairs when sleeping. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years of age at any one time. Of these, three children may be in the early years age group at any one time. Currently, the childminder has five children on roll under eight years of age. Of these, four children are in the early years age group and are cared for on both a full-time and part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a happy, safe and welcoming environment for children. Partnerships with parents and other professionals are well established. The childminder has a strong understanding of children's needs and how to plan effectively for their ongoing development. Children are provided with a broad range of activities, which support most aspects of their learning well. The childminder is aware of her strengths and minor weaknesses and has acted on the recommendation set at the last inspection. She is able to evaluate her provision well and overall she is confident about what needs to be done to improve further.

What steps need to be taken to improve provision further?

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

- extend the opportunities for children to experiment with a wider range of mark-making materials and tools to help develop their pre-writing skills.

The effectiveness of leadership and management of the early years provision

The childminder takes robust steps in order to safeguard the children in her care. Clear policies and procedures are in place to support children's health and safety and these are shared with parents. The childminder has completed safeguarding children training and understands her responsibilities to act on any concerns she may have. The childminder maintains the required records to promote children's welfare. Risk assessments are conducted and recorded for the home, garden and any outings and are reviewed frequently. As a result, children's safety is well

promoted.

The childminder's systems for self-evaluation are good. She reflects on her practice well and demonstrates a good capacity to continually improve her service. As a result, children are provided with a happy and safe learning environment. The childminder has established effective relationships with other professionals, such as, providers at nursery and school as well as speech and language therapists. The childminder is highly motivated and enjoys her role. Children are provided with plenty of space to choose from a broad range of good quality toys and resources. The range available clearly helps to promote children's learning and development.

The childminder actively promotes equality and diversity. She has a good understanding of each child's home background, needs and routines. The childminder takes time to consider children's starting points and plans for their learning and development on an individual basis. Children develop an early awareness of diversity, for example, through various outings to places of interest in the local community.

Communication about children's progress is shared with parents regularly. Consequently, most children are making good progress in their learning and development overall. The childminder engages well with parents to help ensure that children's specific needs are met. Parents are very positive about the care their children receive and feel the childminder knows their children well. Therefore, good partnership working promotes consistency of care and learning for the children.

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

The childminder has warm relationships with the children she cares for and consequently, children are settled and happy. She provides a good range of good quality toys and resources, which children can easily access. The childminder is effectively aware of each child's individual starting points, interests and routines. She has a good understanding of the Early Years Foundation Stage framework and provides children with a mix of adult-led and child-initiated play. The activities and experiences provided cover all areas of learning. The childminder completes development books for the children, which contain observations that are linked to the areas of learning. She is consequently aware of any gaps in children's learning and plans for these accordingly. However, opportunities for younger children to develop pre-writing skills using a wider range of mark making materials and tools are more limited.

Children's interests are always taken into account when the childminder plans activities. They have fun, for example, as they happily recall seeing soldiers marching at Windsor and then copy the soldier's actions during role-play. As a result, they learn to recreate real life situations through their play. Children enjoy watching the trains at the local station and visit lakes and parks as part of their outdoor activities. Good use is made of the garden and consequently, children

have fun outdoors while enjoying exercise and lots of fresh air.

Children learn about promoting their own safety well. For example from an early age they learn about road safety and how to cross while looking and listening for cars and other vehicles. Children behave well. They are encouraged to respect one another, be kind, share and take turns. This good practice consequently builds children's self-esteem and confidence. Children are also reminded to say 'please' and 'thank you', which they willingly do. Children learn about keeping healthy through the childminder's good support. For example, even the youngest children are encouraged to wash their hands when necessary. The childminder provides some meals for the children but is happy for parents to provide these if they prefer. Good relationships are in place to promote healthy, well-balanced diets and children know that treats are allowed occasionally. Therefore, children learn to make informed choices about the foods they eat. The childminder is fully aware of children allergies and dietary needs and is therefore able to promote their good health effectively.

Children communicate well with the childminder, who enhances their language skills by asking open questions and allowing children time to respond. Their skills for the future and self-confidence are further developed through story times where children snuggle up together to read and talk. Special books are provided for the children to put them at ease, for example, about starting school, learning about good personal hygiene and using the potty.

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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