

Inspection report for early years provision

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Inspection date	18/04/2012
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.

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 has been registered since 2003. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for five children under eight at any one time. There are currently four children on roll in the early years age group.

The childminder lives with her husband, one of her adult children, and two school aged children in Cox Green, Maidenhead, Berkshire. The downstairs is mainly used for childminding, with access to the first floor provided for sleeping facilities. There is an enclosed garden for outdoor play. The home is accessible at street level.

Local facilities, such as parks, schools and shops are within walking distance. 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 enjoy their time with the childminder and are exceptionally settled and happy in her care. They benefit from a broad range of activities that, in the main underpins their effective learning and development outcomes. The childminder is meeting most requirements, although is in breach of one specific legal requirement relating to maintaining daily records of children's attendance. The childminder has competent procedures to promote children's safety and well-being. Self-evaluation processes are mostly good and the childminder demonstrates a strong capacity to maintain continuous improvement. She has excellent relationships with parents and develops good partnerships with other settings.

What steps need to be taken to improve provision further?

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

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance. (Documentation) (also applies to both parts of the Childcare Register) 03/05/2012

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

- develop and encourage children's self-help and independence skills, such as self-care skills after meal times

- develop reflective practice and self-evaluation to identify the setting's additional priorities for development that will improve the quality of provision.

The effectiveness of leadership and management of the early years provision

The childminder has an effective understanding of safeguarding issues, including her responsibilities towards children's welfare. She understands the steps to take in the event of concerns arising and has effective policies and procedures in place to promote children's safety and welfare. The childminder undertakes thorough risk assessments for her home and outings. She regularly reviews these and considers the individual children's ages and stage of development when assessing potential dangers and hazards. This enables her to take effective action to minimise dangers to children in her care. The childminder uses appropriate safety equipment to promote children's safety and provides excellent guidance to children to increase their awareness of personal safety.

The childminder organises her childminding service well overall. She mainly understands and implements the requirements of the Early Years Foundation Stage effectively. Most of the required documentation is in place; however, the childminder is completing her records of attendance in advance, with the times she expects children to attend rather than completing it daily to ensure it is fully accurate. This is a breach of a legal requirement, although there is no impact on the children's care or welfare. Good self-evaluation processes involve children's and parents' views and comments. The childminder identifies most areas to develop and improve. She has many plans for improvements to her service, for example, she is currently making changes to the garden to improve outdoor play experiences for children. Since the childminder's last inspection, she has completed a recognised childcare qualification. In addition, she attends ongoing training to improve her practice. The childminder has implemented what she has learned to make improvements to her ongoing practice.

Resources promote inclusive practice effectively. The childminder provides visual timetables and information that underpin children's understanding; for example, about the daily routine and the evacuation procedure. The childminder treats children with equal concern and respect. She promotes equality by ensuring children have free access to the different resources, regardless of gender. The childminder provides an effective range of resources and maintains these in clean, good condition for children's use. She makes very good use of local facilities that greatly enhance children's learning experiences, such as parks, green spaces and library and social groups in the community.

The childminder has excellent communication with parents. She gains in-depth information about children's individual needs. This results in excellent continuity and consistency in meeting their individual care and learning needs. The childminder provides highly effective settling in procedures, which promote smooth transitions into her care for children and parents. Parents benefit from a wide range of information about their children and the childminder's service. The childminder provides written policies and procedures, displays information and

provides detailed verbal and 'two-way' written daily diaries, to keep parents exceptionally well informed. The childminder forms good partnerships with other settings. She promotes the sharing of information with them to support continuity for children's outcomes.

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

Children form excellent relationships with the childminder. They are exceptionally well settled, happy, and at ease in her care. Children confidently move around the childminder's home and choose from the activities and resources on offer. The childminder understands the children's individual routines and works extremely closely with parents to ensure these are consistent for children. As a result, children benefit from familiar routines that extensively underpin their feelings of security. The childminder encourages children to be open about their feelings and she listens carefully to them, ensuring they feel confident to talk to her. The childminder underpins children's excellent understanding of safety through clear reminders of the boundaries and potential consequences, such as falling over and hurting themselves if they run indoors. Children participate in ongoing procedures that underpin their excellent understanding of personal safety; for example, road safety and evacuation practises. Children play together harmoniously and the childminder encourages them to enjoy social activities in the home together; for example, exploring musical instruments and finding out the different sounds they make together. Outings in the local community enable children to meet different people in the community and to extend their social skills in a larger group. The older children help take care of the resources; they willingly tidy up the toys and equipment. The childminder provides excellent praise and encouragement to children. This promotes children's high levels of self-esteem and confidence.

Children enjoy and benefit from a broad range of activities, outings and learning experiences. These effectively support their learning and development outcomes and they make good progress towards the early learning goals. The childminder provides effective interaction to support children's learning. She asks open questions and involves children in play based activities that extend their progress. For example, while dressing up, she encourages children to observe the different sizes of play shoes. The childminder follows children's interests and builds upon these with her interaction and positive encouragement, such as encouraging older children to write their own names on their work. The childminder makes regular observations of children's progress and identifies their next steps in learning, which she reviews as part of her assessment processes. This enables her to assess children's progress accurately. Children enjoy interacting and using electronic toys and resources. As a result, children become familiar with modern technology to support their development of skills for the future.

The childminder promotes children's good awareness of healthy options. She provides snacks and drinks that are nutritious and healthy, such as fruit, vegetables and rice cakes with milk or water to drink. Regular hand washing routines support children's good understanding of personal hygiene. The

childminder underpins children's good understanding of these as she shows children how to wash their hands effectively and talks about the importance of having clean hands to eat. Children do not always develop further independent self-care skills, as they have their hands and faces cleaned by the childminder after eating. Children benefit from fresh air as they walk daily to the local schools and nearby facilities. Children develop good physical skills as they access a wide range of play equipment. For example, in the childminder's home, children balance along the musical footprint mat, and outings to the park enable them to develop their physical skills as they use a variety of different equipment.

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	1

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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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:

- take action as specified in the early years section of the report. (Records to be kept) (also applies to the voluntary Childcare Register) 03/05/2012

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 early years section of the report. (Records to be kept) 03/05/2012