

Inspection report for early years provision

Unique reference number	EY292923
Inspection date	16/03/2009
Inspector	Margaret Moffat
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder registered in 2004. She lives with family, in the Riverside area of Maidenhead. The childminder uses the whole of the ground floor of the house for childminding. There is an enclosed garden for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups. The family have a cat.

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

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make good progress in learning and development and the childminder provides them with a range of play opportunities to keep them actively engaged and allows them to enjoy themselves. The childminder recognises the unique needs of the individual children in her care to support their progress. The childminder demonstrates her willingness to improve her practice by obtaining a relevant childcare qualification.

What steps need to be taken to improve provision further?

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

- develop systems to ensure the observations of children at play are used effectively to assess their progress and plan for their next steps in learning.

The leadership and management of the early years provision

The childminder reflects on what she provides for the children by sending questionnaires to parents and asking them their views. Parents respond favourably and are happy with the care and development their children are making. The childminder is committed to ongoing training to further improve her setting. The childminder ensures that parents are very well informed about their child's routine and development achievements. As a result, children are very happy and their individual needs are met effectively. The childminder is very kind, warm and attentive towards the children who clearly enjoy the time they spend with her. Parents receive copies of the policies and procedures and all relevant documentation is completed to ensure the safety and welfare of the children.

Risk assessment records for all areas of the setting and outings are in place and identify the potential risks to the children. The use of safety features such as door stops and stair gates further promote safety and reduce the hazards for children.

The childminder demonstrated a clear understanding of her role in protecting children from abuse or harm. She has appropriate guidance and information to follow should she have any concerns about the children in her care.

The quality and standards of the early years provision

Children enjoy lots of fresh air and exercise daily as they play in the garden and local park and go for walks in the local area. They are developing good physical skills for example as they jump on the trampoline and move around on sit and ride toys using their feet to make them move. Children ask the childminder if they can play the egg and spoon game and the childminder makes this available for them. Older children walk carefully as they balance the egg on the spoon and try to reach the gate. Other children prefer to throw the egg and then run after it and laugh as it cracks open and reveals the fried egg inside. They place the egg back and fit the pieces together and continue playing until they have had enough. Children have fun and enjoy themselves.

Children are offered an appropriate range of activities to help them make progress towards the early learning goals. These include activities such as dressing up and the puppet theatre to develop their imaginations. They confidently inform visitors of their favourite outfits to wear and the ones they do not like. The childminder undertakes regular observations of the children and uses photographs to show how they are progressing in the areas of learning. However, she is not using these effectively to plan for children's next steps in learning. The childminder supports children in their learning by asking them questions to develop their language skills. For example, they are encouraged to talk about the names of the animals they are playing with, make the noises they make and count how many they have. The childminder has an understanding of each child's home language and uses this to fully support children's communication skills. Children enjoy reading books for pleasure and have opportunities to be creative and develop early writing skills as they use coloured pens and pencils to colour in books or make their own drawings. Older children recognise their names on name plates and confidently sound out the letters.

Children are cared for in a warm and welcoming home where they have ample space to move around and play comfortably. They are relaxed and happy as the childminder has made her home safe and secure to enable them to explore and make choices about the activities they wish to play with. Children develop a good understanding of dangers and how to keep themselves safe. They confidently inform visitors how they cross the road safely and patiently wait for the childminder to accompany them down the stairs leading to the garden and hold on to the hand rail. Children develop good levels of independence with regard to self help skills, for example, washing hands independently when they come in from playing in the garden and putting on their own coats and shoes. Younger children are encouraged to develop these skills through daily routines and gentle reminders from the childminder. The childminder provides the children with individual coloured towels on pegs at their level and steps in the toilet area and this promotes their confidence and self esteem. The childminder has good strategies for dealing with behaviour issues appropriate to children's age and understanding.

She deals with minor disputes effectively and children respond to her requests and explanations about sharing and taking turns. This helps develop their understanding of right from wrong.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.