

Inspection report for early years provision

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Inspection date	15/10/2009
Inspector	Lynne Elizabeth Lewington
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 was registered in 2005. She lives with her husband in a three bedroom house in Maidenhead, Berkshire. The ground floor of the childminder's home is used for play and a bedroom is available for rest. A secure garden is available for outside play. There is level access to the premises and toilet facilities are on the first floor.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years, only three may be in the early years age range. Currently, two early years children are on roll. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group and takes children to the local library and parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children develop confidently in the warm, nurturing care of the childminder who understands their individual needs well. They feel safe and secure and able to enjoy the opportunities available to them. The childminder's commitment and enthusiasm for ensuring the children have a safe and enjoyable time is evident in her interactions with them and the steps she takes to continuously improve and develop her service to meet children's differing needs and current requirements.

What steps need to be taken to improve provision further?

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

- continue to develop confidence and abilities to observe, assess and plan for the next steps in children's learning
- continue to self-evaluate the service offered identifying strengths and weaknesses and the planned action to address.

The effectiveness of leadership and management of the early years provision

Children's safety is of paramount importance to the childminder. She is fully aware of the signs and symptoms of child abuse and the action she would take to report any concerns. Clear policies and procedures support her practice and ensure parents understand her role in safeguarding children. Comprehensive risk assessments for the premises and evacuation procedures indicate the childminder is safety conscious. She also encourages the children to develop an awareness of safe behaviours appropriate to their age and understanding. For example, they learn road safety routines and not to climb on the furniture.

Good use is made of the available space providing the children with opportunities for messy play in the kitchen area and meals at the table, whilst the lounge provides the children with comfortable space for floor play and cosy cuddles on the sofa. The garden is totally secure providing safe attractive space for running, climbing and outdoor learning. A broad range of toys and equipment suitable for all ages of children is available. Regular planning and evaluation of the resources leads the childminder to regularly add to her toys and equipment ensuring the children have new and interesting opportunities. Young children have easy access to their toys and books enabling them to make independent choices.

Good partnerships develop with parents through daily face to face conversation and information sharing, also the comprehensive policies and procedures add to the parents understanding of the service offered. Parents comment very favourably on the warm nurturing care offered by the childminder. The childminder develops good working partnerships with other childminders, the early years service and others providing child care. This helps to continuously develop positive practice and to share information where appropriate of children's interests and progress.

The childminder accepts the children's individuality and successfully strives to provide an inclusive environment. Children all have opportunities to participate in activities at a level suitable to their abilities. They have access to positive images of our diverse society in their books and toys and they learn about traditional and cultural events in their activities. Outings in the local community enable them to meet a broad range of people enabling them to develop their social skills and an acceptance of others.

Self-evaluation has enabled the childminder to identify areas for development in her work. She has sought help and advice to develop her knowledge and skills and regularly attends training events which inform and help her to offer the good quality service she provides. However, the self-evaluation process is not fully utilised to inform the overall review of daily practice and to evaluate the impact of any changes made.

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

Children clearly enjoy and achieve well in this warm, nurturing environment where the childminder devotes her attention to their needs. Very young children explore the safe environment finding the interesting toys available for their play. The childminder talks clearly and uses facial expressions as she interacts with the children, she waits and listens for their response, encouraging communication and language development. Older children suggest ideas for activity and help to get the resources ready. They count, sort, compare and sing as they play developing awareness of shape, size and quantity. Children confidently seek the comfort of the childminder's lap to look at a story book as she sits on the floor with them. She reads to them and the children comment on the pictures they can see and what they know or think will happen next in the story. The activities children undertake encourage all aspects of their learning and development. Photographs and records provide an attractive record of the children's activity and ongoing development.

However, currently the childminder does not clearly identify the next steps in children's learning in each area of learning in order to plan progress.

Children arrive and settle quickly as the childminder warmly welcomes them. They clearly feel safe to explore the environment and use the resources accessible to them. Children recognise actions they take to promote their safety on outings and verbal awareness of the routines for crossing the road. They learn to use utensils and scissors carefully as they sit to the table and to have consideration for the younger children as they move about.

Children enjoy food provided by their own families providing continuity in their diets. The childminder encourages healthy eating routines and meals at regular times with access to drinks throughout the day to prevent dehydration. The routines help to ensure the children have sufficient activity, rest and nourishment to enable them to enjoy themselves. They learn good personal hygiene routines including nose blowing. Children engage in a variety of physical activities relevant to their age and abilities. For example, the youngest child has opportunities to stretch and reach for items encouraging a desire to become mobile.

Children behave well. Good manners are encouraged and praised and children learn to take turns and share as they undertake games and activities. Self-confidence is encouraged meaningfully through the praise and reassurance of the childminder. Children show a developing awareness of the importance of looking after the toys and resources and help to put them away when they have finished playing.

Children are progressing well in all areas of learning, encouraged by the range of activities and experiences the childminder provides. They are developing abilities to make choices, and play independently. They show curiosity and interest in new experiences and activities. Outings in the community include train rides, visits to soft play areas, parks and toddler groups. These all help the children to develop an awareness of the local community and the wider world.

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

How effectively is the Early Years Foundation Stage led and managed?	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	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

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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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