

Inspection report for early years provision

Unique reference number	EY369607
Inspection date	19/08/2009
Inspector	Susan Elizabeth Tovey
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 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 2008. She lives with her husband and two children aged 16 and 10 years in Slough. The whole of the ground floor is used for childminding and 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 may care for a maximum of six children under eight years at any one time and is currently minding three children in the early years age group. The childminder walks or drives to local schools to take and collect children.

The family have a dog and two cats as pets.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children feel safe, secure and loved in a nurturing environment. The childminder values the uniqueness of the children in her care and strives to meet their individual welfare needs and promote their learning and development. She forms positive relationships with children and their families. The childminder has a good understanding of the Early Years Foundation Stage (EYFS) and recognises areas for further development to enhance the good practices already in place.

What steps need to be taken to improve provision further?

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

- continue to develop assessment records to include more details of children's starting points.
- practise the devised emergency evacuation of the premises with the children to help ensure their safety

The leadership and management of the early years provision

The childminder effectively meets the needs of all the children in her care. She provides a stimulating and warm environment and is committed to ensuring that the service is inclusive for all families. The childminder knows the children well and plans accordingly to ensure they progress in all areas of their learning and development. Information is shared with parents regarding children's daily routines.

The childminder demonstrates a secure knowledge and understanding of the procedures for safeguarding children. She ensures all adults in the home are vetted and that children are closely supervised at all times. The childminder has a clear understanding of safeguarding issues, she is aware of possible concerns. All

the required documentation is in place, these written policies and procedures underpin practice. Regular risk assessments are carried out, to identify and minimise all possible hazards. The childminder enhances her knowledge by attending training sessions and visiting local childminding groups. Although the self-evaluation process is in the early stages, the childminder is able to reflect on her practice and has begun to devise ways to improve outcomes for children.

The quality and standards of the early years provision

Children play and learn in a welcoming family environment, where they develop confidence and independence, making strong relationships with their childminder and her family. The childminder has a good knowledge of the EYFS learning and development requirements. The childminder likes to be spontaneous and adapts her planned activities according to children's interest, such as the exploring the local environment. She offers opportunities to visit the local recycling centre, woodland trails and motor bike shop. Her records of children's development are attractively presented in folders with photographic illustrations. Regular assessments and observations on all children are carried out and their progress and achievements are recorded. Although, individual starting points lack detail, which makes some of the records regarding children's progress less clear.

Children are provided with a wealth of fun and stimulating opportunities. Toys are displayed within the children's reach and are suitable for their age and stage of development. Children are happy and content in the childminder's care. They enjoy a good mix of adult-led and child-initiated play. The childminder is very enthusiastic about the care of the children. She sits with them, extending their enjoyment and learning as they play. Children focus well on their chosen activities, for example, younger children enjoy time exploring the assortment of brightly coloured push button and musical toys, whilst using the activity walker to encourage first steps. Other particular favourites are playing with dough, the pirate ship, cars, making food in the play kitchen and art and craft activities. The childminder is knowledgeable in questioning children effectively to make them extend their vocabulary, think and contribute their own ideas. Children are also encouraged to extend their language skills through stories, songs and rhymes which form a regular part of the children's daily experiences.

Children are encouraged to play safely outside and learn about road safety as they go out in the local area. They also learn about safety in everyday situations, such as being careful when using scissors and when climbing stairs. Children enjoy daily outings to a variety of interesting places, including bus and boat trips. They develop physical skills and coordination at the park, playground and soft play centres. The childminder has devised an escape plan to be followed in the event of an emergency. However, this has not been practised by the children to enable them to become familiar with it, to assist with their quick and safe evacuation from the home should the need arise.

The childminder manages children's behaviour, using positive methods appropriate to their level of understanding. Praise and encouragement are also used to enable children to develop confidence and good self-esteem. Children are protected from

illness and infection at the childminder's where they play in a clean, safe environment.

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

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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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