

Inspection report for early years provision

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Inspection date	20/04/2011
Inspector	Victoria Vasiliadis
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 was registered in 2010. She lives with her husband and young child in a residential area of Datchet, Slough, Buckinghamshire. The whole of the downstairs of the home is used for minding purposes and there is a small enclosed garden available for outdoor play.

The childminder is registered to care for no more than two children under eight years, of whom no more than two maybe within the Early Years age range and of these, no more than one may be aged under one year at any one time There is no provision for overnight care. Currently she is caring for one child who attends on a part-time basis. The childminder is registered on the Early Years Register and compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are cared for in a warm and welcoming environment where their individual needs are identified and effectively met. Overall, they are making good progress in their learning and development. The systems for partnership-working with parents are good and as the need arises the childminder will develop links with others involved in the care and education of the children. The childminder demonstrates a clear understanding of the importance of reflective practice in order to improve outcomes for children. in her care.

What steps need to be taken to improve provision further?

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

- increase the selection of resources that challenge children's thinking skills and also help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of how to promote children's safety. Risk assessments are routinely conducted to ensure that potential hazards to children both indoors and outdoors are identified and addressed. For example, safety gates restrict the children's access to the stairs, kitchen and front door. The childminder is aware of the Local Safeguarding Children Board reporting procedures to follow if she has concerns about the possible abuse or neglect of a child in her care. She is able to identify possible indicators which children may display if they are being harmed and knows who to contact if she has concerns

The childminder also monitors all visitors to the home and ensures that they sign her visitors' book. Those individuals whose suitability has not been assessed do not have unsupervised access to the children. Consequently, the children are protected and their welfare promoted. In addition, the childminder has all of the legally required documents, policies and procedures in place to ensure the safe and efficient management of the setting.

The childminder endeavours to promote an inclusive environment where children's individual needs are identified and met. She has effective systems in place to work in partnership with parents and other carers. She ensures that parents complete an initial questionnaire about their child and this enables her to gather vital information that she uses to provide consistency in care. She verbally shares information with parents at drop off and collection times. In addition, a contact book is used to exchange information between her and the parents. This holds information about the activities the children take part in, their personal needs and progress. The childminder also shares her observations and learning journal with the parents, which enables them to be involved in the child's continuous learning and development. The childminder demonstrates a clear understanding of the importance of information sharing with other professionals when the need arises.

Although the childminder has only been in operation for a short period of time, she is able to accurately reflect on her own practice and the systems for self-evaluation continue to develop and emerge. For example, she wishes to increase her knowledge of food hygiene requirements before she prepares food for the children. She has verbally sought the views of the parents, who are happy with the service that she provides. The childminder provides children with a good range of age appropriate equipment and resources, that are stimulating and which provide sufficient challenge. She has organised the resources so that children can make choices in their play, as they are stored in low-level clear plastic boxes. The childminder provides children with some resources that are reflective of the wider community such as, books. However, she acknowledges the need to increase the selection she has in order to support the children's increasing understanding of equality and diversity. within wider society.

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

The children are provided with a challenging and stimulating environment which supports their learning. There are effective systems in place to identify children's starting points and subsequent planning, observation and assessment procedures are successful. Consequently children are making good progress in their learning and development. The children are settled and content in the childminder's care and are involved and engaged as they enjoy playing with the musical instruments and joining in with action rhymes. Children are provided with a good balance of adult-led and child initiated activities based on their interests and abilities. Children's independence skills are encouraged, as they are supported to try and put on their own shoes and when helping to tidy away toys. Children receive praise for their efforts and achievements which encourages their self-esteem. The

childminder has appropriate systems in place to manage children's behaviour, which in turn supports their understanding of right and wrong. Children are helped to develop an awareness of others within their society as the childminder has begun to acknowledge festivals such as Easter.

The childminder continuously talks to the children and asks open-ended questions which supports and encourages children's communication and language skills. For example, she talks to the children about the planes that they see whilst out in the garden. Children use their creative skills to mark-make whilst using tools such as thick crayons. The childminder increases the children's understanding of size and positional shape during everyday activities such as lifting children in and out of the swing and when they crawl through the tunnel or go up and down the slide. Children are supported in developing an interest in technology as they have access to a selection of toys with buttons, flaps and simple mechanisms which they are beginning to learn to operate.

The children's health is well promoted as they have access to the garden where they can practise their large motor skills. For example, they enjoy climbing up the steps of the slide, playing ball and being pushed on the swing. The childminder ensures that she is aware of the children's dietary requirements and complies with parents wishes. Parents provide food daily which the childminder stores and heats appropriately. The children are learning the importance of their own personal hygiene. For example, children are reminded to wash their hands with soap after playing in the garden and to dry them using their own towels. In addition, the childminder has clear written procedures in place to promote children's wellbeing such as a 'sick child' policy which requires parents to keep children home for at least 48 hours if they are infectious. This ensures that the other children's health is not compromised.

The children are beginning to learn about their own safety as the childminder increases their awareness of issues affecting their wellbeing. For example, she gently reminds the children not to climb up the slide but instead to use the steps as this is safer for them. She also encourages the children to go up and down the stairs safely whilst under her supervision. In addition, the children learn that there are consequences to their behaviour which could affect their safety. For example, children are reminded not to balance on the step whilst washing their hands as they may hurt themselves.

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	3
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