

Inspection report for early years provision

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Inspection date 16/11/2009
Inspector Margaret Moffat

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 has been registered since 2005. She lives with her husband and two grown up children and two other children aged 11 and six in Langley, Berkshire. The home is situated close to schools, shops, parks and library. Childminding takes place in the downstairs area of the house with toilet and sleeping facilities available on the first floor. There is a secure garden for outdoor play. The childminder makes use of local facilities such as the park and toddler groups.

The childminder is registered to care for a maximum of four 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 and one older child. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge about each child's family, home circumstances and individual routines ensuring children's needs are well met. Children make good progress in their learning and development as they enjoy a balance of free play and adult led activities throughout the day. The childminder has systems in place to reflect on her service and has identified areas for improvement which indicates her capacity to improve is good.

What steps need to be taken to improve provision further?

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

- further develop knowledge and understanding of areas of learning and observation systems to plan for children's future learning
- update risk assessment to include anything with which a child may come into contact and ensure children have opportunities to practice the emergency evacuation.

The effectiveness of leadership and management of the early years provision

The childminder has a range of policies and procedures which assist in the smooth running of her setting. These are shared with parents and they are fully aware of her duty to safeguard the welfare of the children at all times. Children are safe and secure because the childminder conducts risk assessments for her home and outings and uses a range of safety features to further ensure their safety. However, the risk assessment does not include all risks she has identified. The childminder organises her home well giving children the opportunity to move

around and play comfortably. They have access to a good range of toys and resources which are easily accessible and suitable for their age and stage of development. The childminder has a good understanding of her role in promoting equality and diversity and ensures children have access to a range of resources and activities to help them learn about the wider world.

The childminder has recently updated her first aid certificate and attended a relevant course in the introduction of the Early Years Foundation Stage (EYFS). She has addressed her recommendations from the last inspection. This indicates the childminder's commitment to the continuous improvement of her setting. The childminder has completed her self evaluation and seeks the views of parents verbally. The childminder is keen to further develop her knowledge of observation and assessment and recognises this as an area of further improvement in her self evaluation form.

The childminder develops good relationships with parents. Daily diaries are used along with verbal feedback to ensure they are fully aware of their child's time with the childminder and any new developments they may make. The childminder obtains information from the parents at the initial meeting about children's preferences and starting points. The childminder communicates with other early year providers such as school and nursery. This ensures children receive consistency in their learning and development. Correspondence received from parents suggests they are very happy with the service provided by the childminder.

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

Children are settled and happy in the childminder's home. They develop good relationships with the childminder and she is attentive to their individual needs. The childminder follows children's routines for example, enabling them to have snacks when they are hungry, change nappies when needed and sleep where they feel most comfortable. Children's understanding of safety issues is reinforced through discussions about stranger danger and road safety when on daily outings. There is an emergency evacuation plan in place, however the childminder has not yet practised this with the children to ensure they have an understanding of how to leave the house in an emergency. Children are encouraged to follow appropriate hygiene routines and are provided with a well balanced diet. They enjoy fresh air and exercise on a daily basis as they walk to and from school and visit the park, giving them the opportunity to play on the apparatus and develop their physical skills.

The childminder demonstrates good knowledge about the children's interests and provides activities to extend these during their play. For example, children ask confidently to have music on and they are encouraged to select the CD they wish to listen to. As they sit at the table trying to sing the rainbow song, the childminder asks if they would like to draw a rainbow and provides the necessary materials. As the children take the crayons out of the tin the childminder encourages them to name the colours and find those which match the rainbow. She further extends the activity by asking the children the names of the fruit in the bowl and asking them

to match the crayons to the colours of fruit. The childminder gives lots of positive praise and encouragement which boosts children's self esteem and confidence. The childminder is a good role model and treats children with kindness and respect. Children behave well and respond positively to the childminder's request to tidy away toys before they take others out.

The childminder has recently started to implement observation and assessment systems in order to track children's development. However, she is not fully aware of the areas of learning and does not use the observation to plan for children's future learning. Through discussions with the childminder she showed that children in her care are developing well for their age and stage of development. The childminder knows the children extremely well and spends much of her time talking and playing with the children helping them to learn.

Children learn about the local environment as they go for walks and attend toddler groups and drop in centres, where they have opportunities to socialise with others. Children have opportunities to pick their own vegetables from the childminder's allotment and they have a place in the garden for planting their own vegetables and flowers, further developing their understanding of healthy eating. Children enjoy sitting with the childminder and looking at books. They cuddle up on her knee and turn the pages as the childminder asks them about what they can see or the name of a certain character. The childminder responds to children's sounds by re-iterating the words they are trying to say, thus further developing their vocabulary.

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	2
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	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met