

Inspection report for early years provision

Unique reference number	108073
Inspection date	29/04/2010
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.

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 registered in 1995. She lives with her husband, five adult children, one teenage child and one school age child, in the village of Fifield near Maidenhead. The childminder uses the whole of the ground floor of the house for childminding with sleeping facilities available on the first floor. There is an enclosed garden available for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups.

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 two children in this age group. The childminder's husband works as her assistant when needed. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder holds a relevant childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is very well organised and committed to creating the best possible outcomes for the children. She knows each child extremely well and recognises their individuality. She ensures each child enjoys a range of experiences that build on their existing knowledge and helps develop new skills. The childminder is passionate about her work with children and shows commitment to developing her knowledge by regularly attending training courses. All her documentation is maintained well and all relevant policies and procedures are in place. However, the childminder has not met one of the 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 observations and assessment records to include children's next steps in learning

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of how to respond should she have any concerns regarding child protection. She holds appropriate records and parental consents to promote children's good health and well being. All members of the family have appropriate checks in place. However, the childminder has not notified Ofsted of a significant event and this is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action. The childminder has carried out a full risk assessment of her home and garden and these are regularly reviewed; risk assessments for

outings are also in place. The childminder has a good understanding of her role to promote equality and diversity and plans a range of activities and experiences to enable children to learn about the wider world. She is currently undertaking a training course in helping children with special educational needs and/or disabilities, in order to enhance her already good practice in this area. The childminder is a member of the local childminding support group. She also works with other agencies and provides facilities for children's care, learning and development at short notice.

The childminder is constantly evaluating her service to maintain the best possible outcomes for the children. For example, when new children start she completes an individual risk assessment for them. She puts safety features in place to keep them safe whilst they are in the garden, such as a cover on the steps of the slide, so young children cannot access without supervision. This allows them to develop independence as they play in the rest of the garden. Parents are involved in the evaluation process as they are asked to provide written feedback on what they think of the service provided. They respond favourably and see the childminder's strengths to be: how happy their children are in her care, the wide range and variety of activities, and the flexibility the childminder offers in looking after their children.

The childminder develops good partnerships with parents. She keeps them fully involved in their children's day through verbal feedback and discussing children's development with them. They have access to their children's records and there are many photographs displayed in the home, showing the children involved in different activities. The childminder builds positive relationships with other settings the children attend. They share planning sheets and talk about what the children are doing, in order to provide consistency in children's learning and development.

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

Children are extremely happy and content in the care of the childminder. They develop very good relationships with her and approach her with ease for help and assistance or if they want something else to play with. Children behave very well and develop a positive attitude to learning as the childminder takes an interest in everything they do. She is always nearby giving praise for their achievements and as a result children make excellent progress towards the early learning goals. The childminder knows each child exceptionally well. Through discussion she is able to talk about what she is currently working on with the children to help their learning and development and what she is planning to do next. She makes good observations and uses these with photographs to show their progress along the early learning goals, although these records do not show children's next steps in learning.

There is a very good range of toys and resources available and children have plenty of free choice. Children thoroughly enjoy being outside in the garden. The childminder has organised this space extremely well to support the children in their learning and children access the garden when they wish. There is lots of large play

equipment to develop children's physical skills and areas for planting and growing seeds. The childminder keeps goats and chickens in an enclosed area and children are allowed supervised access to collect the eggs. The children love to feed and stroke the animals, standing behind the fence as they do this. Young children show delight as the goats put their faces through the gap to reach for the carrots and they say hello to them. The childminder is vigilant with regard to promoting excellent hygiene routines. She encourages children to wash their hands each time they touch the animals, older children do this without prompting. There is also a play shed in the garden, which is equipped with toys and resources for children to access or play in if they wish.

The childminder supports children's individual learning extremely well by following their interests and asking questions to encourage them to think. For example, as they play with the sand and water, mixing it together, the water begins to fall through the bottom of the tray and the children find this funny. The childminder fetches a bowl and children inform her they need a bigger bowl to collect the water. The older children make cakes with the mixture while younger children are happy with watering cans full of water, which they pour into the tray or on the ground. The childminder extends the activity by giving the children other things to mix in, such as pasta and bread. Children enjoy mixing all this together in the tray and talk about making a strawberry cake for the childminder. The childminder asks the children why the water is not coming out so fast and they reply 'because the hole is blocked with the sand.' As the childminder is aware of what children do at home she introduces this to her setting, such as allowing the children to paint and decorate the doll's house; as they had been helping to decorate their families home at the weekend and enjoyed this. Children have lots of fun as they play a game of trying to get a ball in the bucket with the childminder. The childminder introduces a larger receptacle when she realises some children cannot manage to get the ball into the small bucket. She skilfully introduces mathematical language and concepts while children play. Older children are involved in conversations throughout their time. The childminder develops the language skills of younger children by responding to their sounds and gestures and helping them with words they are trying to say, consistently praising them for their efforts. The childminder sings to the children as they play on the see-saw and she rocks them to and fro. They enjoy creating chalk pictures on the patio and colouring the bricks in different colours. Children have opportunities to develop their awareness of the wider world through outings and trips in the local area. They learn to respect others and their needs as they take part in fundraising events with the childminder. She keeps all the newspaper cuttings in a file and this helps to develop children's sense of achievement.

Children have daily access to fresh air and exercise, which develops their understanding of a healthy lifestyle. Children are well nourished. They eat healthy snacks and meals and the childminder ensures children can access drinks regularly. Mealtimes are a social occasion where children enjoy freshly cooked meals and younger children are encouraged to develop their independence as they feed themselves. The childminder runs a cooking group, which minded children attend. This gives them opportunities to learn about healthy options, talk about foods from around the world and be involved in cooking activities. Children learn to keep themselves safe as they follow the house rules and practise the fire drill. Through

discussion, they learn about road safety and stranger danger. On outings, they wear wrist straps and tabards in large play areas so the childminder can locate them easily, when lots of other children are playing. Children develop skills for the future through the many activities they are involved in and the independence and self-esteem they gain during their time with the childminder.

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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