

Inspection report for early years provision

Unique reference number	108262
Inspection date	28/09/2010
Inspector	ISP Inspection

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 1994 and works with her daughter as co-childminders. She lives with her partner and three teenage children in Maidenhead, Berkshire. They are situated close to shops, parks, schools and public transport links. The downstairs rooms of the childminder's home is used for childminding, with sleeping arrangements upstairs. There is access to outdoor play space. The childminder has a dog and a guinea pig.

The childminder is registered to 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 whilst working alone; she is registered to care for a maximum of eight children under eight years at any one time, of whom no more than six may be in the early years age range when working with a co-childminder. She is currently minding six children in the early years age group when working with her co-childminder. She also offers care to children aged five to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network and holds level 6 childcare qualification. She is currently working towards the Early Years Professional Status qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from the childminder's commitment to updating and increasing her knowledge. She attends regular training and has recently gained childcare qualifications to degree level. Children are making suitable progress in their learning and development and take part in a wide range of play and learning experiences. They are happy, relaxed and busily occupied as they join in a variety of activities. On the whole, children benefit from good organisation, although occasionally the childminder mismanages children's attendance times and consequently ratios are not maintained. All mandatory documentation is in place and ensures the continued health and well-being of the children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- provide evidence of how ratios are always maintained when working alone, especially during times when dropping off and collecting children from nursery and
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school.

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

- ensure observations are fully implemented for the new children to contribute to the process to establish children's next steps to learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of signs and symptoms of abuse and neglect and is aware of her role to safeguard children. She has attended training, works closely with her co-childminder and refers to literature for additional support. The childminder ensures children are not left alone with persons not vetted and entry to the setting is monitored. Children's attendance times are recorded. However, children's attendance patterns are not always considered in advance to ensure ratios are maintained at all times, especially when completing school and nursery drop offs. This is a breach in conditions of registration.

The childminder successfully evaluates and monitors most of her practice and has an extremely positive attitude to updating her knowledge by attending training regularly. Resources, furniture and equipment are in good condition and suitable to meet children's needs and ages. The wide range available enhances children's learning opportunities and appeals to their interests. The childminder provides an inclusive environment, recognising that each child is unique, develops at their own pace and their need for individual attention. She adapts activities to accommodate and include children's varying needs and interests, for example, when using the dough.

The childminder develops good relationships with parents. She sends out surveys to them to establish their views about her provision and respects their opinions, the responses are all positive. The childminder has developed a system to build links with other early years settings and has gained parental permission to exchange views with the other settings. The childminder makes sure she keeps parents informed about their child's day and changes to routine, by using weekly record sheets and verbal exchanges. Children benefit from this two-way process.

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

Children play in a clean, safe and child-friendly environment. A good balance of adult and child led activities fosters active learning and purposeful play. Children initiate their own play, self selecting from easily accessible resources. They are comfortable and relaxed, which enables them to explore with confidence. Children are helped to develop and achieve through attentive support. The childminder is fully aware of the children's interests and likes. She keenly supports them to make

informed choices about what to play with as well as encouraging them to join in adult led play sessions, such as singing along to the music and using the musical instruments. Walking to and from school and nursery and growing their own apples, potatoes and strawberries helps to promote and reinforce sustainability.

The childminder plans activities to enhance the children's development in all six areas of learning and sensitively supports them to gain these achievable milestones. Play is planned and spontaneous, with clear aims and purpose. This helps the childminder to monitor the children's changing interests and abilities. The childminder has systems in place to record observations of children's achievements and their next developmental steps. However, these are still being developed for the new children. The childminder's relationship with the children is strong and contributes to their learning and enjoyment.

Children use their senses to explore, activate electronic toys and communicate their needs. The childminder introduces counting into everyday activities, such as singing number rhymes. These activities help to develop children's skills for the future. Inclusion is promoted well as the childminder organises activities all children can join in; for example, listening to stories together. Children understand danger. They show how they stay safe by following 'house rules', such as being strapped into booster chairs and high chairs when sitting at the table to eat. This helps children to feel safe and secure. Children develop good hygiene practices and resources available support the children's independence in self-care skills; for example, steps so they can reach the sink and picture symbols to remind them to wash their hands after using the toilet. The childminder ensures meals are healthy and meet children's dietary needs and requirements.

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	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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

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

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