

## Inspection report for early years provision

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<b>Unique reference number</b>	EY307816
<b>Inspection date</b>	15/12/2008
<b>Inspector</b>	Ann Hilary Guy
<b>Type of setting</b>	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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2005. She lives with her husband and three children, aged eight, six, and one year, in a village in mid-Buckinghamshire. The childminder uses the whole of the ground floor for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register, to care for a maximum of four children at any one time. She is currently minding two children under five and two children before and after school and during school holidays. The childminder walks to local schools to take and collect children. She attends the local parent and toddler group and takes children to the local park. The family has a dog and two cats as pets.

## **Overall effectiveness of the early years provision**

The childminder knows each child extremely well and tailors the daily activities to include all the children present and to build on their skills. She makes activities accessible for all by giving suitable additional assistance to the younger and less able children, enabling all to achieve. Through the effective evaluation of her practice, the childminder has developed and improved the care and education offered to the children, enabling them to enjoy a safe, stimulating environment.

## **What steps need to be taken to improve provision further?**

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

- further develop the method of recording observations to show the next steps of learning and link these to the planning
- develop a system, linked to the observations, to show the children's development against the six areas of learning.

## **The leadership and management of the early years provision**

Clear policies and procedures underpin the care offered and ensure every child's needs are fully met. The childminder carries out risk assessments to ensure her premises and activities are suitable for the children. Through the completion of the self-evaluation form the childminder has shown how she continues to strive for improvement to offer all the children the best possible standard of care, and has identified areas for future improvement. All the recommendations made at her last inspection have been fully acted upon.

Inclusive practice is fully in place at this provision, with the childminder adapting activities to enable all to take part. Children learn about other cultures and their festivals in a very positive way through both play activities and discussions. They

are all encouraged by the childminder to make progress according to their stage of development and capabilities.

Parents and carers are kept very well informed and involved in their children's time with the childminder. She aims to make this as varied as possible and to liaise as much as possible with the parents and carers, to enable her to offer the best possible care and education to the children. Through liaison with other professionals involved in the care of the children, the childminder obtains a full picture of their development and uses this information to aid her planning.

## **The quality and standards of the early years provision**

Children enjoy care in a child-friendly, welcoming environment, where they get a great deal of individual support from the childminder. She knows each child well and tailors activities to meet their individual needs. They enjoy playing with the wide selection of equipment and activities available at the house, both inside and outside, as well as socialising with others at the local soft play centre and going for walks in the area.

Children have a happy, enjoyable time with the childminder, as is shown through the many pictures taken of them having fun and playing together. The weekly planning clearly shows the regular activities the children enjoy together with the special adult-led activities, such as craft work or cookery, that the childminder has planned. Her planning is very flexible and she will move the adult-led activities to different days and times depending on the children and what they are doing. She likes them to have a very good balance of free play and adult-led activities and is skilled at making the day fun and challenging for all present.

A good start has been made with recording observations of the children at play, often supported by a photograph. These show the next steps of learning for the child, although they are not fully linked to future plans and no system is in place for showing how the child is developing against the six areas of learning.

The childminder has developed very close links with parents. She has sound methods of sharing information, including discussion and a record book for the youngest children, with occasional parental questionnaires. She has also developed links with other professionals at the local pre-school and, when not minding, has volunteered at the local nursery, in order to develop links with them.

The house is very safe for the children, with great care taken to ensure small children only have access to toys and equipment suitable for them. Equipment suitable for the older children is stored on high shelves which they can reach. The childminder has an extremely good understanding of how to safeguard the children both at the house and when away from it. She has taught the children road safety and has clear rules, followed by all the children, for road safety when walking along the pavements in the village. Clear procedures ensure the children's health and well-being at all times, all supported by clear documentation.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.