

Inspection report for early years provision

Unique reference number	EY369553
Inspection date	13/11/2008
Inspector	Cordalee Harrison
Type of setting	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 was registered in 2008. She is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder lives with their three children aged two, eight and 11 years, in Fairford Leys, close to Aylesbury town centre in Buckinghamshire. The childminder's home is within walking distance of local amenities.

Childminding activities are mainly contained to the first floor of the premises, where children have access to the living room and kitchen-diner. Children may sleep in a second floor bedroom, washing and toilet facilities are also located at this level. There is a securely fenced front garden for children's outdoor activities. The childminder's registration permits her to care for five children under eight, of these two may be in the early years age group. Currently, she minds two children who are aged under five years, the other children are in the later age group. All of the children attend on a part-time basis. The family pet is a dog. Access to the childminder's home is by a level footpath.

Overall effectiveness of the early years provision

The childminder uses her strong knowledge of the Early Years Foundation Stage and guidance to achieve good outcomes for children in most areas of her childminding practice. She demonstrates a positive attitude to inclusion and she works closely with parents to identify children's starting points. She centres childcare practice on the individual needs of each child and this helps her to promote children's learning and development very well. The childminder uses information from parents, children and observation records effectively to plan and provides care and learning opportunities that are unique to individual children. She has addressed all improvement raised at her registration and is using information from Ofsted and other professional childcare organisations to ensure that she maintains up to date knowledge of childcare practices to continue to gain improvement in her childminding provision.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge of the Local Safeguarding Children Board's guidance and develop strategies to involve children in the identification and elimination of risks in their environment.

The leadership and management of the early years provision

The childminder has good knowledge of the Early Years Foundation Stage and guidance. She plans very well for the effective management of children's welfare and their learning and development needs. The childminder meets all requirements

and maintains all documentation required for safeguarding and promoting children's welfare. She uses reflective practice as an essential tool to gain improvement in children's care and learning. A number of clearly written practice statements, which she shares with parents, support the childminder's practice. The childminder and parents share good quality information about children's welfare and learning. She consistently reviews her practice and makes improvements as necessary. For example, she has recently developed a newsletter as another method for communicating with parents and others. The childminder's self-evaluation accurately reflects the strengths of the provision and identifies most areas for improvements. For example, she recognises that she needs to continue to develop arrangements for assessing young children's learning, as well as developing a procedure for partnership working with others. Regular risk assessments of the premises and children's activities ensures that they play and learn in a safe and secure home environment. Children are learning to recognise the characteristic of a safe environment but they are not involved in the identification and elimination of risks to fully promote their understanding of personal and general safety. The childminder fully understands her responsibility to safeguard children's welfare and she maintains information for dealing child protection issues. However, she is not familiar with the Local Safeguarding Children's Board guidance; she is not well informed about lines of communication to deal with concerns in the most straightforward way.

The quality and standards of the early years provision

The atmosphere in the childminder's home is calm and purposeful. Children are familiar with the general daily routine and this helps them to understand what to expect. They feel emotionally secure, because the childminder is responsive to them; she takes good care of their personal and hygiene needs. Consistent clear boundaries help children to understand the expectation for good behaviour; they are learning right from wrong. Children are developing good social skills, for example, they cooperate in play and learn to share and take turns. They know that their contributions are valuable, because they regularly discuss activities, provide ideas, and help to evaluate activities; this ensures that they are at the centre of learning. Children experience a good balance of child initiated and adult led activities. They learn to use various tools and implements safely with adult supervision.

The childminder is knowledgeable about the areas of learning. She regularly observes children and plans for the next step in each child's learning and development. This enables her to deliver activities that are appropriate for individual children's stage of development. The childminder plans and delivers many good quality learning experiences for children. They explore, experiment, test their senses and make connection across all areas of learning in interesting and stimulating ways. For example, children promote their intellectual and physical development with high quality resources, and play experiences indoors and outside of the home daily, which helps them to develop awareness of the diverse society in which we live. Activities such as role-play and imaginative games, construction and cooking activities are particular favourites that the children use to make connection across many areas of learning. The childminder is skilful at asking open questions

to help children to think creatively and begin to solve problems. First-hand and practical activities, such as helping to make play dough, encourage children to become resourceful. Children use many modern toys, which introduce them to technology. For example, they demonstrate the extent to which they are developing fine movements as they manipulate the computer mouse and begin to make their chosen computer programme work.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
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

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

There has been no complaints made to Ofsted since registration.

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.