

Inspection report for early years provision

Unique reference number	EY370863
Inspection date	25/11/2008
Inspector	Sonjia Nicholson
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 lives with her husband and two children, aged eight and ten years, in a village on the outskirts of Chesham in Buckinghamshire. It is within walking distance of the local school and shop. Most rooms within the childminder's house are used for childminding and there is a large fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is also registered to care for one child overnight. There are currently three children in the early years age group on roll. The childminder attends the local toddler group and walks children to and from school each day. The family has four cats. The childminder is a registered nurse.

Overall effectiveness of the early years provision

Children receive outstanding care within this highly inclusive setting. Their individual needs and diverse cultural backgrounds are recognised by the childminder, who plans a stimulating range of activities to meet their learning and development needs. The childminder is committed to developing her service through attending relevant training courses to enhance her skills and knowledge and has taken steps to evaluate the provision to identify areas for development, for example, creating a parents questionnaire.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure risk assessments are recorded for future reference.

The leadership and management of the early years provision

The childminder has an extensive range of well-written policies and procedures required for the safe and efficient management of her professional service; this includes policies covering bullying, overnight care and supporting children who are experiencing loss/change. All required documents relating to children's safety and welfare are in place and stored confidentially to protect their identity. The childminder is suitably qualified for her role as she has attended a relevant training course, holds a paediatric first aid certificate and is a registered nurse with wide ranging experience of both general and adult mental health nursing. The childminder successfully organises her extensive resources and space so that children can make independent choices and move and play freely within the home and garden. Her primary concern is the safety of the children; she provides consistent supervision by checking a sleeping child regularly and not allowing children into the kitchen whilst she is preparing food. There are ample opportunities for children to learn how to keep themselves safe, for example, by

practising the evacuation drill. As a result, they are confidently able to explain how they would leave the house quickly and safely. During daily walks in the local area children learn about road safety, talk about the dangers of talking to strangers and hold hands to stay safe. She has undertaken a detailed risk assessment within the home and garden and for outings but these are not recorded as yet. The childminder has a comprehensive in-depth knowledge of safeguarding issues and is fully aware of the procedures to follow if she has concerns about a child. The childminder develops trusting relationships with parents and carers and shares purposeful information about their child's learning and progress through daily conversations, diaries and meetings held every three months. She provides an extremely valuable service which includes evening, weekend and overnight stays which enables parents to work flexibly whilst offering continuity of care and a sense of security for children. The childminder is self-motivated and strives for improvement to provide high quality care and education for children. She shows tremendous capacity for improvement. She has completed a self-evaluation form which identifies areas for development and finds the support of a group of local childminders and her childminding buddy invaluable, as it is an opportunity to discuss pertinent issues which help move her practice forward.

The quality and standards of the early years provision

The childminder creates a high quality learning environment where she recognises and plans for children's individual needs; consequently, they flourish in her care and make significant progress. The impact of excellent partnerships between the childminder and parents is apparent in children's development. For example, following an initial discussion to establish a child's starting points, they are now able to sit in a highchair at the table, hold a beaker of water and consume food with lumps. Children appear very happy and content with the childminder and respond well to her enthusiastic interaction by smiling, chatting and clapping excitedly. It is clear that loving relationships are developing and children know the boundaries for behaviour; the childminder is proactive in encouraging good manners at all times, for example, she reminds a child not to speak with their mouth full, say 'thank you' and ask to get down from the table. The childminder consistently offers praise and encouragement, which helps develop children's confidence and self-esteem. Children relish the childminder's interaction in their learning and frequently seek her attention, however, she provides an excellent balance between adult-led and child-initiated activities. Children have daily opportunities to be active and understand the benefits of physical activity as they walk to and from school, play in the garden and make use of the local village green and park. The childminder ensures the weather is not a barrier to outside play as each child has boots and sufficient outdoor wear to keep them warm and dry.

Children are beginning to understand and adopt healthy hygiene habits as they wash and dry their hands using their own towel after going to the toilet and after sneezing unexpectedly. The childminder is meticulous in her own hygiene practices, ensuring she washes her hands before preparing lunch using a separate sink in the kitchen, and follows a rigorous nappy changing routine to prevent the spread of infection. Children are learning about the world around them and their

place within it as they help recycle tins and plastic within the childminder's home. They enjoy visits to toddler groups where they socialise with others and walk to the shop or Post Office to see the different jobs that people do. Children learn to value differences through the positive attitude of the childminder and the activities and resources she provides, for example, they talk freely about their different cultural backgrounds and religions and celebrate a range of world festivals and events. During Hanukkah they painted glass jars to hold candles and shared sweets for Diwali. The childminder recognises each child's uniqueness and successfully includes them all within her home, for example, by using simple words in a child's home language to help them settle and creating and maintaining a safe environment for a child with limited hearing and sight. Children eat nutritious meals and snacks prepared by the childminder using the utmost care and attention; she does not use beef products to comply with some children's religious beliefs and stores food for minded children in a separate refrigerator and freezer to avoid contamination. Children's progress is monitored methodically by the childminder using observation sheets; these are used to plan the next steps in their learning and also a basis for verbal feedback to parents. Children participate in a wide range of exciting and interesting activities that develop all areas of learning, for example, completing a number puzzle, leaf painting and making bread; they are exceptionally well supported by the childminder who talks constantly to develop their language skills and asks questions so they begin to think critically.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 have 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.