

Inspection report for early years provision

Unique reference number	EY374587
Inspection date	04/02/2009
Inspector	Cordalee Harrison

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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 their two children who are aged six and eight years. The family lives in Buckingham in Buckinghamshire. The whole of the childminder's home may be used for childminding activities. However, childminding is mainly contained to the ground floor of the premises, where children have access to the lounge, dining room, play room and kitchen. Washing and toilet facilities are also located at this level. There is a securely fenced rear garden for children's outdoor activities. The childminder's home is within walking distance of amenities, such as schools, shops and parks.

The childminder is registered to care for a maximum of five 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 one child. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare register. The family pet is a dog.

Overall effectiveness of the early years provision

Overall, effectiveness of the provision is good. Children make good progress because the childminder plans consistently for their learning and development. Children experience learning that is based on good quality information about their individual stage of development and their interest. The warm welcome that the childminder provides for children and their parents fosters open communication. This makes it easy for both parties to work in partnership to support children's changing needs and cement a positive and trusting relationship between the childminder, children and parents. The childminder is making effective use of documents and training materials issued by government to increase her knowledge of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- develop knowledge of the Local Safeguarding Children Board's guidance
- continue to develop knowledge of the Early Years Foundation Stage and guidance

The leadership and management of the early years provision

Through her practice and provision, the childminder demonstrates good working knowledge of the Early Years Foundation Stage and guidance. She achieves good outcomes in most areas of her childminding practice; however, her knowledge is not comprehensive. The childminder supports children very well, they feel emotionally secure in her care. They are familiar in the homely surroundings and this increases their sense of belonging. The childminder takes many effective

safety precautions to minimise risks to children. The physical environment is safe and secure for them to use. All of the documentation required to safeguard children's health and welfare is in place, and records, including that of children's attendance are accurate and up to date. The childminder's knowledge of safeguarding is not comprehensive. She is not familiar with the Local Safeguarding Children Board's guidance. In addition, she does not have relevant local contact numbers to ensure that she is able to act without delay when dealing with child protection issues. The childminder's self-evaluation provides a clear picture of her current practice. She recognises weakness and prioritises areas for improvement. For example, she knows that in order to help children to consolidate their learning, activities need be to further developed to help them make connections through topics that are more broadly based. In addition, to identifying areas for improvement the childminder is able to recognise the means to achieve her objectives. The childminder works well with parents to meet children's unique needs.

The quality and standards of the early years provision

Children make choices, take the lead in many activities, and learn from first hand experiences. For example, a child is eager to play outside; the childminder is responsive to the child's needs, the child enjoys playing in the sand. Regular routines helps children to begin to learn about self-care, for example, a young child knows that she needs to wear her coat and gloves, because it is very cold in the garden. Good quality play resources and activities ensure that children are purposefully occupied indoors and outside. Children demonstrate that they are developing good coordination and fine movements, as they use tools such as scissors, rolling pins and dough cutters with increasing control. Children have opportunities to experience play that introduces them to all areas of learning. Construction, play dough, sand and art and crafts activities are some examples of the activities that children experience each day. The childminder gives children her time in play and conversation; this helps children to promote communication, language and social skills, as well as to maintain their focus and extends their activities. However, she does not always get the balance right; this results in some over direction of children's artwork. This limits opportunities for children to express their creativity and to enjoy the process of the activities. Children learn to make sense of the world around them because the childminder asks open questions to help to them think and gives them information to help them to understand. For example, the child wants to know what has happened to Father Christmas now that Christmas is over. Children practise life skills as they participate in role-play activities. They create music and use modern technology such as the microphone, keyboard and programmable toys, which bring their activities to life. To ensure that children experience all areas of learning consistently the childminder develops weekly activity plans. She observes children regularly and is beginning to link each child's achievements to the expectations of the early learning goals. Through regular observation of children, she identifies that currently activities do not always provide the scope to help children to consolidate learning effectively.

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

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

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.