

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY374898
<b>Inspection date</b>	25/03/2009
<b>Inspector</b>	Elizabeth Juon
<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 2008. She lives with her husband and three children aged seven, five and three years, in Princes Risborough, Buckinghamshire. The childminder uses the whole of the ground floor of the house for childminding. There is an enclosed garden for outside play. The childminder makes use of local facilities such as the park and toddler groups.

The childminder may care for a maximum of three children at any one time. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is currently minding one child in the early years age group.

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

Overall, the quality of the provision is good. Children appear happy and secure in the childminder's home. They benefit from her caring and professional attitude and the child-focused day that she provides, ensuring all the children are actively included in the activities on offer. The childminder treats each child as an individual and works in partnership with parents to ensure their needs are met effectively. She is willing to continue to develop her practice to benefit the children through appropriate training sessions.

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

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

- further develop knowledge and understanding of responsibilities under the food hygiene legislation including registering with the local Food Standards Agency
- implement a method of self-evaluation to provide an effective system to monitor and reflect on practice on a regular basis to promote outcomes for children
- ensure a record of the risk assessment is kept; devise a system to accurately record the dosage of medicine
- continue to develop knowledge and understanding of the Early Years Foundation Stage and the early learning goals to plan and provide experiences to meet children's individual needs

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

The home and resources are organised to provide space and enable children to make choices about what they play with. The childminder is demonstrating a capable understanding of the Early Years Foundation Stage (EYFS) to develop a system of observation and assessment which identifies and records children's progress towards the early learning goals. This is shared with parents so they are

well informed about their child's experiences and steps forward in learning and development. The childminder is fostering positive links with parents and consults with them on a daily basis to ensure consistency of care for the children and to assist the smooth running of the childminding arrangement. This has a positive impact on children's emotional welfare.

The childminder has completed an introduction to childminding course and a first aid course. These measures ensure children's safety and welfare. The childminder maintains all the required records, policies and procedures for the safe and efficient management of her provision including relevant information on the children and their families to meet children's individual needs. However, there is no record of the risk assessments done or an efficient method of noting down medication given, to fully ensure children's welfare. The childminder has not yet put into practice a method to evaluate her provision on a regular basis but is nonetheless aware of how to meet the individual needs of all the children in her care. She has identified targets for further personal development to improve her practice to benefit the children, such as, undertaking a food hygiene course and has implemented the areas for improvement made at the registration visit.

The childminder understands well her responsibility to protect children in her care. A visual risk assessment is completed to ensure that outings, premises, toys and equipment are safe and suitable for children's use. Hazards in the home are minimised to keep children safe. The childminder has the procedures and contact numbers for the Local Safeguarding Children Board to seek advice should she have concerns about children in her care.

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

Children have easy access to a variety of age-appropriate, stimulating toys and resources inside and outside in the garden. They are well sorted and stored and in good condition. The home is child-oriented with equipment to promote children's independent skills, for example, child-size seating, potty and step to reach the basin. Children are cared for in an environment that is clean and tidy and where they receive good support to develop an understanding of personal hygiene. They eat healthy and nutritious meals and snacks and water are always available to ensure they remain hydrated. This safeguards children's health.

The childminder encourages children to keep themselves fit and healthy by encouraging crawling, standing and walking holding onto the small trolley or furniture. They usually walk with the childminder to and from school and stop at the park where children are taken from the buggy to enjoy time on the swing. Children are beginning to become aware of the wider world using resources that reflect positive images and on outings into the local community and at the toddler group. Children's enjoyment of language is encouraged in stories and by the childminder responding with interest and eye-contact to their chatter. Children show themselves to be settled and at ease in the childminder's company and clearly enjoy being in the childminder's home; learning how to concentrate, socialise and play cooperatively with the childminder's sound guidance. Children have opportunities for simple problem solving, for example, using a shape-sorter.

They are able to turn electronic toys on and off and display enjoyment when the toy rolls or makes a musical sound.

Consistent routines provide a basis for appropriate behaviour now and in the future. The childminder is attentive to the children's needs, down at their level to support play and praise and encourage their achievements. She uses age appropriate strategies for dealing with unwanted behaviour, such as, distraction, working in cooperation with parents. Children benefit from the trusting partnership between parents and the childminder which ensures children's well-being, development and progress.

## 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?	3
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
---	-----

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.