

Inspection report for early years provision

Unique reference number	162147
Inspection date	25/03/2009
Inspector	Clare Perry
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 prior to 2001. She lives with her husband and their two children aged 10 and 14 in South Heath, a village near Great Missenden, Buckinghamshire. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The home is close to shops, parks, schools and public transport links. The childminder goes to the local schools, nurseries and preschools to take and collect children. The family have a cat as a pet.

The childminder is registered to care for a maximum of six 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 17 children in this age group who all attend on a part time basis and very flexible hours. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children receive good quality care and education within this inclusive setting where the individual child and their uniqueness is valued. The childminder has taken some steps to evaluate the provision to identify areas for development, for example, encouraging children to keep themselves and others safe and continuing to strive to meet the needs of all who use her setting. She is committed to developing her service through attending training courses to enhance her skills and knowledge. Children participate in a range of activities and outings to meet their learning and development needs.

What steps need to be taken to improve provision further?

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

- ensure regular evacuation drills are carried out and record details in a fire log book
- continue to develop systems of risk assessment for both at home and when on outings and ensure all reasonable steps are taken to keep hazards to children to a minimum
- continue to develop systems to undertake sensitive observational assessment in order to plan to meet young children's individual needs and to provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals.

The leadership and management of the early years provision

The childminder is very caring and wants to provide the best she can for the children in her care in a happy and fun environment. She is dedicated to own

professional development and has completed some recent training to improve her knowledge, understanding and practice. Through records and discussion the childminder demonstrates that she remains within her registered numbers even though she has so many children on roll. She effectively organises her resources, time and space. Children can move around and play freely in the spacious areas available to them and have easy access to the garden. The childminder is careful to dedicate her time to working with the children and if she needs to undertake routine tasks and housework they are involved in the process. Risk assessments to ensure children play safely within the home and garden and on outings are still work in progress and the childminder needs to continue to work on these.

The childminder effectively strives for improvement to provide high quality care and education by attending training and looking at her strengths, weaknesses and what she feels is going well. She has started to use processes of self evaluation to support this and these should now be developed further. She has asked parents, in the form of a questionnaire to provide feedback and this is all very positive, parents say children are very happy with the childminder, they enjoy sharing information about what they have been doing and parents appreciate the flexibility, homely environment and calm approach. The childminder shows a strong capacity to make improvements, at the last inspection she was asked to ensure a written agreement was in place for all children and this has now been addressed. She has a good range of well-written records, policies and procedures required for the safe and efficient management of her service; this includes a policy file which is shared and discussed with parents.

Inclusive practice is strong and is promoted so all children have their welfare needs met and achieve as well as they can regardless of background; the childminder provides a flexible service to meet the needs of parents and children and is very careful to ensure all children are able to be involved in everything. Children of all ages participate together in all activities, resources are adapted and provided to allow for this and additional support is given as necessary. There are currently no children attending the setting with learning disabilities and / or difficulties or for whom English is not their first language. Though the childminder has effective strategies in place to support these children if she needed to and experience of doing so. The childminder develops effective links with parents. They work well together to meet children's individual needs. Parents receive information about the setting and their children, they share daily verbal information about children's well-being, development and achievements. The childminder shares some information with other settings children attend, though this needs to be developed further to ensure different settings compliment each other and work together to meet children's needs.

The quality and standards of the early years provision

The childminder provides a very flexible service, to a large number of children across a wide age range. She is skilled at supporting children's learning; asking appropriate open-ended questions to enhance children's development and encourage them to think. Children receive praise and encouragement from the childminder promoting their self-esteem and inspiring them to learn. The

childminder is caring and enthusiastic and works hard to do her best for the children. She is beginning to develop her strategies for observation, assessment and planning for individual children though these are not yet fully effective. The childminder knows the children well and has some plans of what she wants to focus on with each child. The childminder acts a good role model, carefully modelling the behaviour she expects from the children. She encourages them to share and take turns, ensuring there are sufficient resources for all children to be included. Children are actively involved in the process of tidying up. They behave well and are polite, kind and courteous. The childminder is proactive in encouraging good manners for example, reminding children to say please and 'thank you' talk about sharing and taking turns and she uses positive and effective strategies to manage unwanted behaviour.

Children are all very happy, busy and engaged, they move freely and happily around the setting. They experience a good range of purposeful play and activities both in the home and out and about. There is a balance of child and adult led activities. They like to visit the park, go for walks, to toddlers and to the library. Children communicate freely with the childminder and each other, younger children are encouraged to verbalise and say words. Children have good physical skills, they can jump over objects such as the train track and use their feet to propel trikes around the room. They enjoy imaginative play, such as with the train track and car track and making camps under the table in the hallway. Children enjoy cooking activities, for example, making biscuits, learning about weight and time, as they weigh ingredients and monitor the cooking time. Children's wishes are acted upon, they ask for the train track and car track which is provided. They work very cooperatively to carefully slot the tracks together. Children are learning their colours, they are able to find the blue pieces when asked and are guided when the childminder informs them that they need the same colour as their shirt and shoes.

The childminder creates a good learning environment, which is well planned and resourced to meet needs of all children and dedicated to their care. It is organised to help children be as independent as possible, make choices and access all areas of the curriculum. They access a large garden for outdoor play resourced with lots of equipment and things to do. They also have an area for growing things. Suitability and safety of outdoor and indoor spaces, furniture, equipment and toys is generally good. However, there is currently a smoke detector on the window sill due to a leak and the childminder does not practise fire evacuation with the children. Also, in the bathroom the children stand on a plastic chair putting them at risk.

Children's health and wellbeing is well promoted, there are effective policies and procedures in place and followed to support this. Children are beginning to understand and adopt healthy hygiene habits as they wash and dry their hands before and after eating. They are aware of their own needs, such as asking if they can have a drink and a biscuit as they are hungry. Children automatically go to the downstairs cloakroom to wash their hands for a snack, they use liquid soap and their own coloured towel. Younger children are well supported to follow good routines, for example helped sensitively with runny noses and reminded to use the toilet. The childminder is meticulous in her own hygiene practices, ensuring she

washes her hands before preparing lunch and snack. Children have daily opportunities to be active and understand the benefits of physical activity either in the home, garden, park or on a walk. Children enjoy the healthy and nutritious snacks, meals and drinks provided by the childminder or their parents. They benefit from eating home grown vegetables, grown on the vegetable patches at the end of the garden. They like eating the biscuits which they have made, which have dates, raisins and blueberries in them as the childminder sees this as another way of getting children to eat different things. Children are safeguarded as the childminder has a sound knowledge of child protection issues and some experience of dealing with these. The childminder gives high priority to safety with many safety features in place in her home, such as stair gates, locked cupboards and drawers. She teaches children about keeping themselves safe, giving them gentle reminders within the home environment to keep safe, For example, children are reminded not to leave toys on the floor in case they stand on them and hurt their feet or slip.

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?	2

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?	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

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 the last inspection.

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.