

Inspection report for early years provision

Unique reference number	EY264659
Inspection date	11/06/2009
Inspector	Sarah Fletcher

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 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 2003. She lives with three children aged 10, 12 and 15 years close to the town of Buckingham. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register to care for a maximum of six children at any one time. She is currently caring for four children in the early years age range and one school age child. The childminder walks to local schools to take and collect children and attends the local parent/toddler group. The family has no pets.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are developing warm relationships with the childminder and each other as they settle into the welcoming environment and access a wide range of freely available toys, resources and equipment. The childminder takes time to get to know each child to routinely meet their individual needs, which enables her to recognise their uniqueness, regardless of their background, ability or culture. She provides a variety of flexible activities to include all age groups in her care, helping children learn and develop at their own pace. The childminder demonstrates her commitment to continuously improve the quality of care and learning for all children by attending appropriate training courses to enable her to effectively promote outcomes for children.

What steps need to be taken to improve provision further?

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

- develop planning to include activities for children's individual learning to aid their progress towards the early learning goals
- develop links with other providers of the EYFS to ensure children in the early years age group receive the framework effectively.

The leadership and management of the early years provision

The childminder ensures she safeguards children well, keeping them under appropriate levels of supervision for their age group and protecting them from unvetted adults at all times. Children benefit from the childminder's sound knowledge of child protection issues and practice. She understands the importance of recording any concerns and explains her role and responsibility of protecting children to parents through her clearly written policy. The childminder has sound awareness of safeguarding children in her care by keeping all areas of her home child friendly, well maintained and by using appropriate documentation as required. She uses an effective system of risk assessment for all indoor and outside areas children use and assesses her minding practice effectively using a

written system of self evaluation towards improvement.

Children benefit from the childminder's established two-way communication system, as she works closely with parents to support individual children's needs. Clear policies and procedures sustain minding practice effectively because the childminder ensures she shares them with parents and updates them as required, keeping all children's records confidential and stored securely. The childminder is beginning to implement the Early Years Foundation Stage (EYFS) framework effectively for children in the early years age group and has started to develop links with other providers of the EYFS where minded children attend, although she has yet to establish an exchange of relevant information in regard to their individual learning.

The quality and standards of the early years provision

Children receive good support as they play because the childminder uses high levels of interaction, particularly for the younger ones, to support individual language development and encourage self-confidence. They are becoming enthusiastic learners and make progress from their individual starting points. The childminder creates individual files for each child, which she shares with parents, along with their daily care diaries. Children's files contain examples of photographic evidence and written observations to enable her to monitor their progress throughout the EYFS framework across all areas of learning. However, the planning system does not yet include activities for children's individual learning to aid their progress towards the early learning goals.

Children move around the childminder's home freely and safely, as all areas they access are child friendly, with space to increase their independence and improve physical development in a secure and safe environment. Children are beginning to develop an understanding of other cultures through their play as the childminder provides a developing selection of resources and activities to help them learn about the wider world. She introduces children to differing cultures, such as Chinese New Year, by taking them to visit a local school to watch older children celebrate the festival through their own theatrical production. Children play both independently and cooperatively, with younger ones learning to share play resources with guidance from the childminder. She ensures children receive constant positive praise as they play and encourages them to behave nicely and use good manners. The childminder demonstrates consistent behaviour management strategies, helping young children to understand her house rules through explanation and by reminding older children gently as required.

The childminder effectively reduces the spread of infection through helping children to learn simple hand washing procedures and by maintaining a clean and hygienic environment. She is a good role model and encourages children to remember their hygiene routines through gentle reminders as necessary. Children benefit from the childminder's sound understanding of healthy eating, as they receive a variety of healthy fruit snacks each day. Parents are invited to supply healthy lunchboxes for their children and these are stored appropriately until required. Children drink water or diluted juice freely from individual cups, which

are replenished as needed. They have many opportunities for physical exercise on a daily basis as the childminder walks around the locality, attending a variety of activity groups throughout the week. They also enjoy playing in the childminder's garden or in local parks under close supervision.

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

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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