

Inspection report for early years provision

Unique reference number	116496
Inspection date	28/01/2009
Inspector	Margaret Moffat
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 registered in 1997. She lives with her husband and adult daughter, in Wooburn Green in Buckinghamshire. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. 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 parks, the library and toddler groups. She walks or drives to local schools to take and collect children.

The childminder may care for a maximum of six children at any one time. She is currently minding three children part-time in the early years age group. The childminder is a member of a local childminding network and is also a Bucks Buddy Support Childminder, offering support to newly registered childminders.

Overall effectiveness of the early years provision

Children are happy and content in their environment and receive good support from the childminder who knows them well. All children are valued and respected as individuals and make good progress in their learning and development. Children learn about the faiths and beliefs of others and the differing needs of people in the community. The childminder demonstrates her commitment to good practice and improvement through using her self evaluation effectively and attending training courses.

What steps need to be taken to improve provision further?

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

- review the way which written permission is obtained from parents to administer medication
- continue to develop assessment systems to further promote children's individual learning.

The leadership and management of the early years provision

The childminder is aware of the importance of safeguarding children. Risk assessments are undertaken and include those of outings. Children learn about keeping safe through the daily routines such as getting in and out the car safely and waiting at the top of the drive for the childminder as she helps younger children out. The childminder allows children to take risks, carefully supervising them to help them know their limitations. Children play in a clean environment with a good range of toys and equipment suitable for their age and stage of development.

The childminder has written policies and procedures to support her good practice.

She is professional in her role in providing a caring and learning environment for the children, reviewing her provision and addressing the improvements since the last inspection. All relevant documentation and consents are in place, however, the way in which the childminder obtains written permission for medication needs reviewing as sometimes this is done by telephone and completed later.

The childminder develops good relationships with parents. She seeks their views on her provision by asking them to complete questionnaires. Parents respond favourably, commenting on the wide variety of activities that aid their children's development and how happy their children are in the childminder's care. The childminder is pro-active in developing links with other providers who deliver the Early Years Foundation Stage (EYFS) ensuring continuity for all the children.

The quality and standards of the early years provision

Children arrive at the setting confidently and eager to take part in the activities. Good relationships are evident as the children play well together as they wait for the childminder to prepare their lunch. They invite younger children to join in their play. Children experience a range of adult led activities and those which they chose for themselves. The childminder shows a good awareness of child development and is able to extend activities to support the children. For example, she gets down to their level as they play with the shape sorter and encourages younger children to match the colour of the shape to the colour of the hole. Children try to copy the words the childminder is saying and she praises them for their efforts. The childminder follows the children's lead as they want to play ball. Children enjoy throwing, catching and rolling the ball to the childminder. Older children enjoy playing together as they act out their own scenarios and develop their imagination. As they play with animals and junk models they develop their imagination as they make animal noises and talk in different voices. Children have opportunities to learn about the environment as they look out of the window and discuss the birds and other animals in the garden and when they are out walking in the local community. Children show curiosity and readily engage in conversations as they ask visitors what they are doing in the setting. When asked what they like doing children state that they have so much fun, playing with the other children and barbies. This contributes to children feeling a sense of belonging.

The childminder provides a good range of activities covering all areas of learning. Regular outings to toddler groups, physical activity centres and parks ensure children have opportunities to socialise with others and have access to fresh air and exercise. The childminder knows the children well and uses photographs and observations to support their development. Assessment records are in place but are not always used to further promote each child's learning.

Children have good hygiene routines and develop independence as they deal with their own care needs such as wiping their own noses and placing tissues in the bin. Visual displays in the toilet remind them to wash their hands and flush the toilet. They are aware of the reasons why they should wash hands and this is reinforced by the childminder as she gently reminds children who forget. Meal times are sociable occasions: children sit at the table together and chat with each other and

the childminder. They receive a range of healthy meals including sandwiches, yoghurt and fruit. They make choices about the sandwich fillings they would like and choose healthy options such as egg and chicken and marmite. This contributes to them having healthy eating practices. Drinks are readily available for the children and the childminder holds younger children as she feeds them their bottle. The childminder deals with minor disputes effectively, helping children gain an understanding of right and wrong. Children are polite and benefit from the praise and encouragement they receive from the childminder.

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.