

## Inspection report for early years provision

---

<b>Unique reference number</b>	107879
<b>Inspection date</b>	22/05/2009
<b>Inspector</b>	Samantha Hunt
<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 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 1998 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 20, 16 and almost 11, in Holmer Green, Buckinghamshire. The childminder uses the whole of the ground floor for childminding and there is a fully enclosed garden for outside play. The family have one cat.

The childminder is registered to care for six children at any one time. She is currently caring for five children in the early years age group, all on part-time basis, and also cares for children outside the early years age group. The childminder walks to local schools and nurseries to take and collect children. She takes children to local parks and toddler groups.

The childminder holds an Introduction to Childminding Practice and a Developing Childminding Practice qualification, and is currently working towards a NVQ 3 qualification.

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

Overall the quality of provision is outstanding. Children are flourishing in a warm, welcoming environment, where their individual needs are noted and valued. The childminder's good knowledge enables her to plan and provide a stimulating and enjoyable learning experience which supports children in all areas of their learning and development. The childminder's positive approach to continual improvement means that outcomes for children are foremost in her practice.

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

To further improve the high quality early years provision the registered person should consider:

- continuing to review and develop systems for observation and assessment

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

The childminder shows a very professional and organised approach to her childminding. She has good systems in place to evaluate her provision which include obtaining parental feedback and sees this process as important to her provision. Through discussion and self evaluation the childminder has highlighted the need to continue to develop and review her systems for observing the children's progress. The childminder is part of a childminding network and meets regularly with other childminders to discuss practice issues and seek support or guidance. She has continued keep up to date with current practice, through attending training in areas such as Early Years Foundation Stage, child protection,

first aid and behaviour management.

All legally required documentation which safeguards and promotes children's welfare is well organised, maintained and accessible for inspection. The childminder carries comprehensive risk assessments of her home and all outings undertaken by the children. Daily informal checks and more formal checks done on a monthly basis ensure children remain safe, playing in an environment where items such as toys, resources and safety features are regularly checked to ensure good working order. Good procedures to safeguard children are in place and include the childminder keeping written records of any injuries children have prior to arriving in her care. She also has the current local authority safeguarding procedures and contact numbers easy to hand should she need to use them and all visitors to the setting are recorded.

Partnerships with parents are excellent. The childminder shares information about her practice both verbally and in writing with parents prior to children starting. All parents receive a copy of the policies of the setting, which include how to make a complaint and child protection and are asked to sign to say they have read them. The childminder gathers information from parents about their children and their individual needs, and shares daily information about their children's progress through verbal communication, daily diaries and access to their children's individual records. She actively encourages parents to bring their children for settling in visits before hand, which helps children to understand that their parents will come back and build positive partnerships. Parents' feedback shows parents are very happy with the care and learning their children have whilst in the childminder's care.

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

Children are very happy and confident in their surroundings and move around with ease. For example, they run or toddle down the garden to eagerly explore the tents and tunnels, calling out to their friends to come too. Children relate well towards one another sharing buckets and spades as they play in the sand, and passing toys to younger children. The childminder uses a choices board with the children, and actively encouraging them to freely make choices about the toys they want to play with or the activities they would like to take part in on a daily basis. Outside play is seen as an important part of the daily routine. Children clearly love the fresh air and show interest in the wildlife around them such as bugs on the grass and red kites that are flying above their heads. The wildlife soon becomes a learning experience as children listen out for the sounds the birds make or are encouraged to identify the colours of the birds. Younger children also have the opportunity to enjoy the fresh air, exercising their muscles as they enjoy a wriggle about in the shade and move the objects on the activity frame above them. Children have the freedom to develop their own creativity as they make models out of junk; spreading glue and sticking a variety of objects and textures together, before confidently describe their creation to the childminder. Children's communication and language skills are developing well as the childminder talks constantly to them and uses sign language which assists in developing their skills, and supports them in making their own needs known. Children talk well as they describe what the sand feels like on their toes and share experiences from home

with the childminder.

The childminder involves herself in children's play well, allowing them space to explore and find out before stepping in to support or extend their learning with very good questioning techniques. The childminder gathers information about the children and their developmental needs through an All about Me booklet which parents and /or children complete when they first start. She then uses this to help her plan and provide enjoyable experiences for all the children. The childminder shows a very good understanding of the early learning goals and has good procedures in place to observe and monitor the children's progress on a regular basis. As a result children make very good progress in their learning and development.

Children learn about good health and keeping safe through discussions and practice with the childminder. They are reminded to keep their hats on because of the sun when playing in the garden and know they need to wash their hands before sitting down to eat snack. The childminder informs children where their drinks are so they can access them freely during their daily routine and they further develop independence as they self select fruit from the plate at snack time. Babies are fed according to individual routine and enjoy a cuddle when having their bottle.

Children have opportunities to manage their own risks as the childminder carefully supervises them. For example, as children sit on the see-saw or climb up onto the slide and climbing frame, the childminder reminds them to hold on whilst offering support, praise and encouragement for their efforts. Clear boundaries are introduced to children from an early age such as how to behave when on outings or in the car. Children know they must stand with their hands on the car until the childminder has everyone safely in or out of the car.

The childminder is a very good role model and children learn acceptable behaviour because she sets clear boundaries and explains the reasons for her requests. She relates to children in a calm manner showing them warmth and kindness. Children receive lots of positive praise and encouragement which helps them to build a good sense of self esteem.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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