

Inspection report for early years provision

Unique reference number	EY366177
Inspection date	23/06/2009
Inspector	Sylvia Crawford
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 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 2007. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged two years and 11 months in Princes Risborough, Buckinghamshire. Shops, toddler groups, a park, library and other amenities lie within walking distance. The childminder can take children to and collect them from local schools and pre-schools.

Minded children may use the entire house, although in practice remain mostly downstairs. A fully enclosed rear garden is available for outside play. The childminder is a member of the National Childminding Association. Her registration permits her to care for four children under eight years at any one time, of these, one child may be in the early years age range. She currently minds two children aged five years and 11 months who attend on a part-time basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a warm and friendly environment which builds upon children's sense of belonging and confidence and where they are fully included. Children are making good progress through the wide variety of experiences and resources the childminder provides which takes into account their likes and interests. The childminder is committed to improving her service and consequently, the outcomes for children in her care. The childminder has taken steps to evaluate the provision and has identified areas for improvement, for example, to develop her knowledge of the Early Years Foundation Stage (EYFS).

What steps need to be taken to improve provision further?

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

- continue to develop a procedure for working in partnership with other settings
- further develop planning to ensure that all children's individual needs are included
- ensure that children are supervised at all times.

The leadership and management of the early years provision

Children benefit from the good relationship the childminder is developing with parents and information is shared verbally and in written form to enhance the continuity of children's care. The childminder has well written policies in place to support her service and she shares these with all parents. She ensures that she gains as much information about the children before they start so that she can meet children's individual needs and they are being fully included in all aspects of

the setting. Children benefit from the childminder's clear understanding of child protection issues and procedures. She is aware of the signs and symptoms that would concern her and has relevant literature in place to refer to. Consequently, she knows what to do if she has a concern for a child's welfare.

Regulatory records are well maintained and include all necessary written parental permissions. Documentation is kept securely to ensure confidentiality and all information is regularly updated. Written risk assessments for both indoors, outside and outings are carried out on a regular basis. These clearly identify areas of risk and the procedures in place to minimise the risk. The childminder has an effective system in place to evaluate her service and ensure continual improvement. She is committed to improving her knowledge of the EYFS through ongoing training. However, the childminder has not yet established a system to share information of children's learning and development with other providers of the EYFS.

The quality and standards of the early years provision

The childminder makes warm and close relationships with children and provides consistent care in partnership with the parents. The environment is attractive and stimulating for children with a good range of resources that are freely accessible. Children play and learn in a fully inclusive environment where they enjoy a variety of activities and experiences. They benefit from the childminder's good organisation, for example, she sets out her home with activities so that children can make choices and start playing as soon as they arrive.

Children are making steady progress towards the early learning goals. The childminder is beginning to develop her planning and systems to record observations and assessments. She has a good knowledge of the areas of learning and is starting to evaluate her activities. The childminder keeps a book for each child which reflects their learning journey, including their starting points and their next steps in learning. The childminder provides a good mix of adult and child-led activities, both indoors and outside, using them effectively to support and develop children's learning. She shows a genuine interest in the children's discoveries and actively encourages children to progress. For example, she introduces children to moving toys to improve their mobility and provides a treasure basket for babies to support their exploration of the world. The childminder positively encourages the development of language skills by talking to children and introducing new words to their vocabulary, for example, through the use of puppets. The childminder supports children to be independent but is aware of when to step in and offer help. Routines provide opportunities for children to observe and talk about the world around them, for example, when they go for walks, visit the local toddler groups or the weekly music group. The childminder supports children's knowledge and understanding of the living world through growing plants and vegetables in the garden. They learn how to care for them, watch them grow and harvest fruit and vegetables to eat. Older children enjoy cooking and have made pancakes, pizzas and fairy cakes to take home.

Children thrive in a well organised, safe and hygienic environment. The childminder is a good role model and encourages them to learn simple hygiene

routines such as washing their hands after using the toilet, before lunch and after playing in the garden. The childminder has good regard to the children's safety and welfare. However, she does not always directly supervise older children when they are playing outside. She helps children understand about possible dangers by practising the emergency evacuation procedure regularly and they learn about road safety on outings. Children have very good opportunities to develop their physical skills as they play in the garden, at the park and on organised outings. The childminder has a good understanding of healthy eating and is fully aware of the children's individual dietary needs and allergies. Children's behaviour is well managed both inside and when away from the house, with clear house rules that are understood by all. The childminder promotes good behaviour through lots of praise and encouragement. She encourages children to be kind, to respect one another and to share.

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?	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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