

Inspection report for early years provision

Unique reference number	162113
Inspection date	28/07/2009
Inspector	Susan Tuffnell
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 was registered in 2001. She lives with her husband and their three children aged 10, 15 and 16. The family live in Wendover, near Aylesbury, Buckinghamshire. The whole of the ground floor and the bathroom on the first floor of the premises are used for childminding. There is a fully enclosed rear garden for outside play. The premises are accessible by a low step at the front entrance.

The childminder provides care every weekday during term-time and school holidays. She is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is registered to care for three children on the Early Years Register and four children currently attend on part-time and flexible contracts. The childminder provides care for five children on the compulsory Childcare Register (CCR) and there are four children attending on the voluntary Childcare Register (VCR). All the children share the same facilities.

The childminder holds the Introduction to Childcare Practice (ICP) and works in partnership with parents, carers and other professionals.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder offers a very safe, secure and welcoming environment that supports children effectively in the Early Years Foundation Stage (EYFS). Children are valued at the setting because the childminder has a clear understanding of diversity and equal opportunities and has attended a disability discrimination course. The childminder is aware of the strengths and weaknesses of her provision. Priorities for improvement in her self-evaluation show that she continuously strives to provide the best care and education for the children.

What steps need to be taken to improve provision further?

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

- provide resources and activities to raise children's awareness of the cultures and beliefs of people in the wider world
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals
- ensure that children's identified learning needs are carried forward, implemented into future planning and evaluated to give a clear picture of progress
- ensure regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved.

The leadership and management of the early years provision

The childminder effectively manages the Early Years Foundation Stage (EYFS) provision. Children are protected because the childminder has a good understanding of the procedures to safeguard children. Children's individual needs are managed well. The childminder provides an inclusive service that promotes children's welfare requirements. Close relationships with parents and carers ensure that children's care is consistent and their development promoted. Information sharing and a file that contains good policies and procedures keeps parents regularly informed. The childminder continues to extend her knowledge and understanding of childcare and education with appropriate training courses. For example, introduction to the EYFS and risk assessment training have been completed recently.

The quality and standards of the early years provision

Children are provided with a satisfactory range of opportunities to help them make progress across the areas of learning and development. They have free choice of the activities and are able to access a range of interesting and challenging resources. The childminder observes children as they play and observations are linked to the EYFS. However, children's identified learning needs are not carried forward, implemented into future planning or evaluated to give a clear picture of progress. Activities are generally planned and purposeful to encourage children to be active learners, creative and think critically. However, planning does not include resources and activities to raise children's awareness of the cultures and beliefs of people in the wider world or target children's individual stage of development, as they progress towards the early learning goals.

Effective organisation of resources ensures that children are able to make choices and instigate play opportunities. For example, children are encouraged to select resources from the low-level storage units and boxes. The childminder is a positive role model and supports the children well. For example, she provides children with plenty of fresh air and exercise as they walk to and from school daily and visit the local parks. Children enjoy the activities in the parks and woods where they have opportunities to practise physical skills on a wide range of challenging equipment, build dens and play games. Children investigate mini beasts, look at the different trees and leaves and identify some wild birds. They learn about growth as they plant sunflower seeds, tend and water them and harvest vegetables from the garden. Children are encouraged to value and respect each other. They show good manners, share and take turns with the resources. As a result, children are relaxed and confident and are able to express their feelings and wishes. Their self-confidence is promoted because the childminder gives praise and encouragement for their efforts and achievements. Older children include the younger ones in their play. For example, a face painting kit is used imaginatively, as the children pretend to paint each other's faces. They name characters and describe the features they wish to create. Children sit together at lunch time and talk about what they want to do next. Card making is suggested and children list the resources needed and decide on the topic. For example, butterflies, football and dinosaur cards are

chosen.

Children are cared for in a very safe, secure environment because the childminder has a good knowledge of this area. Excellent risk assessments are carried out and cover all areas of the home, garden and outings. For example, risk assessments are in place for the car, getting from the car to the house, walking along roads and 'stranger danger'. Children have a good understanding of their own safety and the safety of others as they practise road safety when out walking. Smoke alarms are tested regularly and there is a fire blanket in the kitchen. However, fire evacuation drills are not recorded in a fire log book or evaluated to ensure that children are confident in a real-life fire emergency. The childminder has a clear understanding of issues relating to safeguarding children and has all the relevant information and contact details to hand.

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?	3
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?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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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