

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY137213       |
| <b>Inspection date</b>         | 25/08/2009     |
| <b>Inspector</b>               | Susan Marriott |
| <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 was registered in 2002. She lives with her husband and one child aged 11 years in the village of Pitstone, in North Buckinghamshire. The childminder uses the whole of the ground floor for childminding, and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years to 12 years. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder walks to the local school to collect children, attends the local parent toddler group and takes them to the local park. The family have a pet dog. The childminder holds a Level 3 childcare qualification, and is an accredited member of the local childminding network, a support buddy for new childminders and is a member of the National Childminding Association.

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

Overall, the provision is good. Children are very happy and confident in this home from home environment where the childminder uses her qualification and substantial experience to effectively promote most aspects of children's care and education in a fully inclusive manner. Children make good progress in their learning and development, although observation and assessment systems are not yet sufficiently linked to the Practice Guidance criteria to clearly demonstrate this. The childminder strives to build positive relationships with parents and is proactive in developing partnerships with other providers to underpin children's welfare. She has begun to explore processes for identifying strengths and weaknesses in her provision to support continuous improvement.

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

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

- develop use of the Practice Guidance document to continue to plan appropriate play and learning experiences based on the children's interests and needs and to secure their progression.

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

Children experience a good quality of care and education in this home from home family environment, supported by clear policies and procedures and all required written records. Children's welfare is securely safeguarded because the childminder has attended appropriate training on child protection and has relevant reference materials to hand. The childminder is extremely vigilant and preventative action is always taken to address identified hazards and effectively minimise the risk to

children. Partnership working is very strong and effective priority is given to developing links with other providers to ensure continuity of care for children. This helps to build a culture of trust and information sharing which supports children's progress and achievement. Good quality documentation is available for parents and the partnership is strengthened by information displayed in the kitchen, regular dialogue and observational records of daily activities.

The childminder has begun to explore the self-evaluation form as a means of monitoring her practice and recognises the value of this as a tool for securing continuous improvement in the future. The childminder is proactive in seeking help and guidance from advisers to support her practice. For example, she has booked a visit to discuss improvements to her planning system to take increasing account of children's interests. The childminder takes photographs of children involved in activities, makes detailed written observations of children's learning and uses these to identify the next steps in children's learning. However, records do not yet clearly demonstrate the progress which children make because they are not closely linked to the 'Development matters' criteria in the Practice Guidance document.

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

Children have lots of fun in this bustling environment where all ages play harmoniously together. The childminder has lots of experience and a sound knowledge of child development, enabling her to offer suitable activities and play opportunities for all children. For example, when children demonstrate an interest in spiders and their webs, she ensures that magnifiers are available to encourage deeper exploration. She patiently accommodates longer walks home from pre-school to enable the children to look into all the garden hedges in search of spiders. She then extends children's learning by hiding plastic mini-beasts in the compost tray and encouraging their curiosity to explore a wider range of insects and garden creatures.

Children become active learners who explore from the security of a close relationship with the caring and responsive childminder. A broad range of age-appropriate toys and resources are educational and effectively support learning. Children develop independence and the ability to make choices and decisions and the childminder readily responds to child-led play, sustaining a high quality of interaction with the children which develops positive attitudes to learning. For example, she ensures that children have all they need to support their hairdressing role play in the garden play house. Art and craft materials are available at the dining room table where the children design and make their own hair dye colour charts for their 'customers'.

Children clearly enjoy a wide range of activities which cover the six areas of learning. The childminder takes the children to social groups such as the toddler group, a singing group, pram service, and the library story session, on a weekly basis. Thereby, children learn to interact with other children and develop their social and emotional skills in building relationships with a wide range of people. They spend lots of the day learning to share books, games, puzzles and toys. Children develop their physical skills, stay healthy and have daily fresh air and

exercise because they regularly play on large equipment in the garden, in the local parks and walk in the local area.

Suitable documentation is maintained relating to accidents, medication and incidents and clear, robust, procedures are in place, protecting the children's health and well-being. The children learn about keeping safe in the home and beside the road. Children's behaviour is managed well because the childminder has consistent expectations and sets firm, fair and clear boundaries. She rewards desirable behaviour with stickers, reward charts, praise and affectionate approval. Effective strategies ensure their social, physical and economic well-being are very well met.

## 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> | 2 |
| How well does the provision promote inclusive practice?   | 2 |
| The capacity of the provision to maintain continuous improvement.   | 2 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 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

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 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