

## Inspection report for early years provision

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<b>Unique reference number</b>	131191
<b>Inspection date</b>	18/08/2009
<b>Inspector</b>	Sarah Fletcher
<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 2000. She lives with her partner and nine-year old child in Winslow, Buckinghamshire. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of six children at any one time; she is also registered in the voluntary part of the Childcare Register. The childminder is currently caring for five children in the early years age range and seven school age children, mostly on a part time basis. She walks to local schools and pre-schools to take and collect children and attends the local parent/toddler group. The family has a cat.

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

Overall, the quality of the provision is good. Children are developing secure relationships with the childminder and each other as they settle into a welcoming family environment and freely access a wide range of age appropriate toys, resources and equipment. The childminder takes time to get to know each child in her care to routinely meet their individual needs, which enables her to recognise their uniqueness, regardless of their background, gender or ability. She provides a variety of flexible activities to include children of all abilities, helping them learn and develop at their own pace. The childminder is keen to improve her practice and is taking positive steps to promote outcomes for children effectively.

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

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

- further develop risk assessments for all areas children use to promote their safety efficiently at all times
- further develop systems to safeguard children in regard to identifying and recording any pre-existing injuries to promote children's safety effectively at all times
- further develop systems to make assessments of children's achievements in relation to the framework and plan for their next steps of learning towards the early learning goals

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

The childminder ensures she safeguards children well, keeping them under appropriate levels of supervision for their age group and protecting them from unvetted adults at all times. She keeps all areas of her home child friendly, well maintained and uses appropriate documentation as required. The childminder uses a daily check system for assessing risks and hazards to children, although this does not yet include all areas children use, indoors and outside to promote their safety

efficiently at all times. The childminder assesses her practice through self-evaluation, making positive steps towards improvement. She has a sound understanding of protecting children from harm and knows the importance of keeping records of any concerns, although her current systems do not include identifying and recording any pre-existing injuries to promote children's safety effectively at all times. The childminder has a written safeguarding policy in place to protect children and updates her own knowledge to ensure she is aware of current requirements.

Children benefit from the childminder's well established two-way communication system, as she works closely with parents to support individual children's needs, both verbally and in writing. Appropriate documentation, such as policies and procedures, sustain minding practice effectively because the childminder ensures she shares them with parents, keeping all children's individual records confidential and stored securely. The childminder adapts her daily routine to ensure she provides all children in the early years age group with a range of flexible activities and appropriate resources to aid their learning. She is starting to implement the Early Years Foundation Stage (EYFS) framework and creates individual children's records with photographs and written examples of her findings, which she has begun to link across to the areas of learning. Although the childminder makes regular observations of individual children as they play, she has yet to develop her systems to make assessments of their achievements in relation to the framework or plan for their next steps for learning towards the early learning goals.

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

Children of all age groups receive good levels of support in their play as the childminder offers high levels of interaction. Younger children receive appropriate support for both their language and physical development and to encourage their developing self confidence. Children move around the childminder's home freely and safely, as all areas they access are child friendly, with space to develop their independence in a secure and safe environment. They have access to a wide range of toys, resources and equipment which are freely available, offering interest and challenge for appropriate age groups. The childminder plans a range of flexible activities, such as various arts and crafts, cooking, messy play and gathering home-grown food for snacks and meals.

The childminder effectively reduces the spread of infection through helping young children to learn simple hand washing procedures and by maintaining a clean and hygienic environment. She is a good role model, following a clear policy and encouraging all children to practise their hygiene routines throughout the day. Children benefit from the childminder's good understanding of healthy eating, as they receive a variety of nutritious home-cooked meals and healthy snacks each day and drink freely from individual water bottles, which are frequently replenished. Children have opportunities for physical activity on a daily basis as they accompany the childminder on walks to and from school, pre-school and a variety of activities around the locality or when playing together in the childminder's garden and local parks.

Children are learning to play both independently and cooperatively, with the childminder's encouragement. She ensures children receive positive praise as they play and encourages them to behave nicely, respect each other and use good manners. The childminder demonstrates consistent behaviour management strategies, reminding children gently of her house rules as necessary. Children are beginning to develop their knowledge and understanding of the wider world through their play and activities. The childminder helps children to come into contact with people who have with differing abilities to enable them to become familiar with diversity and people's varying physical needs.

## 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

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