

## Inspection report for early years provision

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<b>Unique reference number</b>	107924
<b>Inspection date</b>	11/03/2010
<b>Inspector</b>	Kim Mundy
<b>Type of setting</b>	Childminder

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## 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder has been registered since November 1996. She lives with her husband, two school-age children and adult child in Seer Green in Buckinghamshire. The whole of the ground floor of the premises is used for childminding and there is a fully enclosed garden for outside play. The family have two gerbils. The childminder attends local toddler groups on a regular basis.

The childminder is registered to care for six children under eight years, three of whom may be in the early years age range. She is currently minding three children in this age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are having fun as they participate in many activities, which help them to make good progress towards the early learning goals. The childminder is developing her planning and assessment procedures, although these are in their infancy. Good partnerships between the childminder, parents and others ensure that the children's safety and welfare is promoted well. The childminder evaluates her childminding service and she is keen to make continuous improvements.

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

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

- obtain information from parents about their child's developmental starting points: develop planning and assessment procedures; and use this information to plan children's next steps for learning
- provide more opportunities for children to observe letters and words in the environment.

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

Children benefit from being cared for in a well organised, welcoming and child-friendly environment. They are safeguarded because the childminder has a good understanding of the signs and symptoms of child abuse and she knows the procedures to follow should she have any concerns. In addition, household members have been suitably checked. Risk assessments are undertaken so that children are able to play and explore in safe environments both in and outdoors. Accident and medication records support children's good health and the childminder holds a current first aid certificate to manage accidents appropriately. Children have ample space in which to play and they help themselves to the wide range of toys and resources.

Children are treated as individuals; their likes, dislikes and current interests are taken into account when planning their daily activities. The childminder has experience of caring for children with special educational needs and/or disabilities.

The childminder has systems in place to monitor her childminding service and she identifies areas for future development, such as obtaining more information about children's developmental starting points from parents. She keeps abreast of child care issues by attending training courses and linking up with other child care providers.

Children benefit from good relationships between parents and the childminder, which result in their individual care and learning needs being met effectively. Parents' comments indicate they are very happy with the service provided by the childminder. They receive information about their child's routine and activities both verbally and in writing. The childminder instigates links with the other provisions that the children attend to help promote continuity of care and learning.

## **The quality and standards of the early years provision and outcomes for children**

Children are adopting healthy lifestyles. They are encouraged to independently wash their hands before snacks and lunch, and they observe the childminder's good hygiene practices within the home. Parents are aware of the childminder's sick child policy and children have their own individual flannel and towel, which helps to prevent the unnecessary spread of infection. Children's individual dietary requirements are catered for; the childminder provides a variety of nutritious snacks and meals. Appropriate booster seats are available to enable younger children to sit comfortably at the table. Children enjoy fresh air and exercise as they participate in a range of activities, which help them to develop control of their bodies. For example, they dance to music, sit and ride toys up and down the hall way, play on apparatus in the childminder's garden and at the park.

Children are developing a good understanding of how to keep themselves safe through discussions and everyday activities. The childminder talks to them about staying safe in the home environment, garden and when on outings. For example, she has clearly defined procedures for the emergency evacuation of her premises and children are aware of fire safety because they take part in regular fire drills. Children are very well-behaved; they learn good manners, to take turns and share. The childminder consistently encourages and praises the children, which helps them to develop confidence and self-esteem. Children form close relationships with the childminder and each other.

The childminder knows the children very well and she encourages their interests through a variety of activities. However, the system for planning, assessing and identifying children's steps in learning are in their infancy. The children are busy investigating and exploring in the two play areas which are set up for them. Toys and activities are freely available and help them to make good progress in all areas of learning. The childminder is particularly skilled at extending their speaking and

listening skills through asking many open-ended questions and offering new words to build on their vocabulary. In addition, she suggests ideas to extend their thinking during their play. For example, children become highly involved in make-believe play as they dress and undress dolls, put them to sleep and push them around in the buggy. Children are practising their early writing skills as they make patterns in corn flour and water, draw and chalk. They enjoy listening to a range of stories and explore the different sounds of animals, although, they do not have opportunities to observe words and letters in the environment to further develop their understanding that print carries meaning. Children spend time participating in creative activities, such as sticking and painting. They are developing their problem-solving skills as they fit puzzles together, post shapes and use a variety of construction toys. There are many good opportunities for them to count, recognise colours, shapes and numbers. Children enjoy using the computer and develop their hand-eye coordination as they click and drag the mouse.

Children are learning to care for living things as they plant cress and recall a recent visit to see the lambs at the farm. They find out about their community and widen their experiences on local outings, for example, to the local toddler group where they socialise with other children their own age. Toys and resources promote diversity, which helps children to become aware of difference. Children enjoy using the computer as they develop their hand-eye coordination, clicking and dragging the mouse. Children are busy and having fun; they enjoy their time in the childminder's care.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect 25/03/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the childcare register section of this report. 25/03/2010