

Inspection report for early years provision

Unique reference number	116381
Inspection date	24/11/2009
Inspector	Margaret Moffat

Type of setting	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 registered in 1994. She lives with her husband and teenage son in Amersham, Buckinghamshire. The childminder uses the whole of the ground floor of the house for childminding with rest facilities available upstairs. There is an enclosed garden for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups.

The childminder may 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 group. She is currently minding five children in this age group on a part-time and full-time basis. The childminder also cares for children in the older age group. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder knows the children in her care well and provides an inclusive environment where each child is valued and respected. Consequently they are well cared for and make good progress in their learning and development. Children enjoy a range of adult-led and child-initiated activities which supports their learning. The childminder is beginning to reflect on her practice and has identified areas for improvement, which indicates her capacity to improve is good.

What steps need to be taken to improve provision further?

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

- further develop the assessment and planning systems to show clearly the next steps in children's learning
- continue to develop links with other providers of the Early Years Foundation Stage so that children benefit from a collaborative approach to their learning and development.

The effectiveness of leadership and management of the early years provision

Children are comfortable and safe within the childminder's home. They confidently move around and play with toys and resources which are set up either in the lounge or kitchen. There is a good selection available to support children's learning and development and the childminder regularly rotates these to ensure children have access to different toys and experiences. The childminder has a good understanding of her role to promote equality and diversity and provides the children with a range of experiences and resources to enable them to learn about the wider world. Written risk assessments for all areas of the home and outings

are in place and visual checks are undertaken daily. The childminder is vigilant when children move out of her sight as she checks on them all to ensure they are safe. The childminder has a good understanding of child protection and has a detailed range of reference documents accessible to help her access any safeguarding issues. She has recently attended a child protection awareness course and this ensures her knowledge is up to date.

The childminder holds a relevant childcare qualification and regularly attends courses and meetings to develop her skills even further. For example, Introduction to the Early Years Foundation Stage (EYFS), Basic Food Hygiene and updating her First Aid certificate. The childminder has addressed the recommendations made at the previous inspection. This shows the childminder's commitment to continually improve her setting. She is beginning to reflect on her practice and has asked parents to complete questionnaires with regard to the outcomes for children she provides. The childminder acts on any comments made with both verbal and written responses.

Information gathered from parents is relevant and ensures that continuity of care is offered and children's individual needs are known and catered for. Parents are kept fully informed of their children's progress through daily discussions, daily diaries and access to children's records and photographs which the childminder has taken. Parents comment in their letters and questionnaires about the safe and loving 'home from home' environment provided for the children and how happy they are. The childminder has not yet fully developed partnerships with other settings the children attend to fully promote consistency in their learning and development.

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

The childminder follows good routines which help children learn about appropriate hygiene practices. Children are provided with individual face cloths and cups and this reduces the risk of cross infection. All meals are currently provided by parents and the childminder stores these appropriately. These are prepared in accordance with children's individual needs. The childminder sits with the children encouraging them to use the utensils and feeds those who are not quite ready to do this. This promotes children's independence skills. Children have access to the garden and outings to the local park which provide them with opportunities to develop their physical skills and have fresh air. They develop an awareness of safety issues as they are involved in the evacuation drill and through discussions about road safety.

Children make good progress in their learning and development in relation to their starting points. They have a balance of adult-led and child-initiated experiences that stimulate and challenge them to make progress towards the early learning goals. The childminder demonstrates a good awareness of child development and the activities she provides to support this. Development files for all the children have recently been introduced. The childminder is using observations of the children, samples of their work and photographs to show children's progress and their next steps in learning. However, not all children's next steps have been

clearly identified. This has been identified by the childminder as an area of further improvement.

Children feel safe with the childminder as they confidently approach her for cuddles showing good trusting relationships. Older children show confidence as they approach the visitor and invite her into the lounge to see the toys they play with. They indicate that playing with cars is their favourite and also looking at books. They show visitors there are lots and lots of books. Children enjoy crawling through the tunnel and waiting their turn as others go through first and then laughing to each other as they look behind them to see other children at the entrance. The childminder provides children with other activities such as the train set when they ask. As the older children talk about small pieces and bridges and putting them together, the childminder helps the younger children make a smaller track and encourages them to turn pieces round and push them together. Children happily make the trains go round the tracks they have made. During activities the childminder uses every opportunity to encourage children's counting and colour recognition skills as she asks them the colour of items and how many they have. Children enjoy sitting on the childminder's knee and looking at books. She asks appropriate questions to develop children's thinking skills and vocabulary. For example as children press buttons in the book for a particular colour the childminder asks the children what the picture is and praises the children for their efforts as they reply. The childminder reiterates the word the children are using offering them the correct pronunciation. Children develop good relationships with each other. Older children help younger children turn the pages of the book and say the names of things they are pointing to slowly for them to repeat. Younger children babble as if they are saying the word. Children receive regular praise and encouragement for their efforts and achievements which helps boost their self-esteem and confidence.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	3
The effectiveness of partnerships	3
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

Outcomes for children in the Early Years Foundation Stage	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:	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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