

Inspection report for early years provision

Unique reference number	131175
Inspection date	22/12/2009
Inspector	Andrea Ewer

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).

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.

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Description of the childminding

The childminder registered in 1994. She lives with her three children, aged eight, 16 and 18 years. They live in a two bedroom house on a residential close on the outskirts of Buckinghamshire. Care is provided on the ground floor which includes the living room and kitchen, and they have use the upstairs bathroom. There is a fully enclosed garden available for outdoor play. The home is within walking distance of local parks, pre-school and school and shops are a short driving distance away. The family has two rabbits, one hamster and a rat.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register to care for six children up to the age of eight years at any one time. She currently has 10 children on roll, who attend for various days and sessions. Of these, four are in the early years age range.

The childminder holds a National Vocational Qualification at Level 3 in Early Years Childcare and Education. She is a member of the National Childminding Association and receives support from a local authority development worker.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time with the childminder. They make satisfactory progress in their learning and development because overall the childminder has a good understanding of how to promote their learning and continues to develop her understanding of the Early Years Foundation Stage (EYFS) guidance. She has started to use self-evaluation to monitor her provision and maintain continuous improvement. She knows each child well and is starting to use observations to ensure their individual welfare, learning and development needs are met. Children benefit from effective partnerships with parents, where information is shared regularly to promote continuity of their care and learning. Clear safeguarding procedures ensure children are fully protected from harm or neglect.

What steps need to be taken to improve provision further?

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

- develop observational assessments in order to establish where each child is in their learning, where they need to go, and the most effective practice to support them in getting there
- use training made available by the local authority and other sources to develop understanding of inclusion
- develop the use of self-evaluation to clearly identify strengths and priorities for development to improve outcomes for all children and maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures ensure children are fully protected from harm or neglect. The childminder has a good understanding of child abuse and has relevant documentation in place to support her to carry out procedures correctly. Relevant checks have been carried out to ensure household members are suitable to have regular contact with children which ensures they are well safeguarded. The detailed risk assessment shows careful consideration is given to keeping children safe in the home, garden and during outings and effective measures are in place to minimise potential hazards. For example, the safety gate prevents children using the stairs unsupervised, smoke alarms are fitted on both floors of the house and the French doors are fitted with toughened glass.

The childminder has started to use self-evaluation as a tool to monitor her provision. She has met all actions and recommendations from the last inspection and continues to attend training workshops to update her professional skills and knowledge. She has recently attended training in Basic food hygiene, Safeguarding Children and Managing Children's Behaviour. She does not yet identify her strengths or priorities for improving outcomes for children which does not fully support continuous improvement. Although overall children are fully included, the childminder lacks confidence in her understanding of how to effectively promote inclusive practice to ensure all children feel equally valued and learn to appreciate diversity and difference.

Effective partnerships with parents and others involved with children in the early years age range contribute well to continuity of care and children's development. Information about children is shared with their parents regularly and passed between school and parents which keeps them all fully informed and ensures appropriate care is given. Most records, policies and procedures that support the childminder to meet children's individual needs and ensure they are fully safeguarded are in place. They include written procedures for complaints, child protection and equal opportunities which are shared with parents at the start of all childminding arrangements.

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

Children are cared for in a tidy, well organised home with good hygiene standards maintained throughout. They gain a good understanding of the importance of cleanliness to prevent the spread of infection. For example, they wash their hands as part of daily routines including before eating and cooking activities and after visiting the toilet. Good use is made of the available space to allow children to participate in suitable activities and promotes their independence. They move freely and safely in the living room where they choose what to play with from the readily available resources that meets their play and development needs well. Children feel safe as they interact confidently with the childminder and her family and gain a good understanding of how to keep themselves safe during regular fire

drill practises and know they must stand well away from the cooker when the oven is being opened during cooking activities. Children are very well behaved and use good manners. They respond well to the effective strategies used to manage their behaviour such as simple, calm explanation, regular praise and encouragement which helps them to feel valued and develop a positive self-esteem.

Children feel at home and show a sense of belonging. They enjoy their time with the childminder who spends her time playing with and talking to them consistently. She has a satisfactory understanding of the welfare, learning and development requirements of the EYFS and overall supports children's learning and development well. The childminder has started to use observations and assessments to monitor children's progress towards the early learning goals. They do not, however, identify the next steps or link to the development matters as set out in the EYFS learning and development guidance to support effective planning for individual children. Children develop a positive attitude to learning as they enthusiastically engage in a stimulating range of activities that meets their individual needs well and helps them to develop skills for the future. They thoroughly enjoy making Christmas shaped biscuits where they learn about change as they mix the ingredients together. Children develop problem solving, reasoning and numeracy skills as they help to weigh out the ingredients and count the biscuits, and start to think critically as they respond to questions such as 'what happens if you put too much flour in?' which contributes to developing their language for thinking. Children have access to a suitable range of resources that helps them to understand our similarities and differences. They play happily with small world toys that represent people from around the world and they complete puzzles and look at books that show positive images of diversity. All activities are equally accessible to all children including boys and girls and they may be adapted to support children of all ages and abilities to actively participate.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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

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