

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY391402       |
| <b>Inspection date</b>         | 10/11/2009     |
| <b>Inspector</b>               | Ann Hilary Guy |
| <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).

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 2009. She lives with her husband in High Wycombe, Buckinghamshire. The childminder uses the whole house for childminding and there is a fully enclosed garden for outside play. The family have a pet dog.

The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register, to care for a maximum of six children at any one time and two children overnight. This is increased to nine children when working with another childminder. She is currently minding four children under five, some of whom are part-time and one child before and after school and school holidays. The childminder takes and collects children from local schools, and attends various toddler groups on a regular basis. She holds a recognised early years qualification.

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

Overall the quality of the provision is good.

Children are very settled in this happy, child friendly environment, where they have a dedicated indoor play area and enjoy much individual care and attention from the childminder. She uses her expertise very effectively, stimulating and developing the children's play, enabling them to make good progress from their various starting points. Clear documentation shows the children's developmental progression in all six areas of learning and this is supported by clear observations, which cover some of the early learning goals. All the required documentation is in place, including risk assessments, and mostly very clear, although the register is not accurate for children who are in attendance at school. The childminder regularly reviews her practice and updates her understanding by attending as many courses as possible to enable her to provide a good standard of care that meets the needs of every child.

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

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

- ensure an accurate register is maintained especially when children are in attendance at school
- further develop observations to cover all areas of learning.

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

The childminder fully understands her responsibility to the children and their families in regard to all aspects of safeguarding and promoting the children's welfare. She has a very good understanding of child protection and recently attended additional training in this area. All required documentation is in place,

including the relevant local authority information with regard to child protection.

The childminder attends as many courses as possible in order to keep her Level 3 qualification as up to date as possible and ensure she is fully aware of any changes in legislation or regulations. She has a wide range of resources and dedicates her dining room to the children as a playroom. They have access to a wide range of equipment enabling all areas of learning to be covered. The childminder has other resources stored throughout the house and rotates the toys to give variety and meet the individual learning needs of the children. Many of the resources enable the childminder to positively promote equality and diversity. She has a multi-cultural provision and ensures each child is fully included and receives plenty of individual attention. She has started to learn one of the children's home languages in order to enable her to effectively communicate and assist the child in learning to speak English. She does not encourage the children to watch television but they are all learning sign language from one of the children's programmes and so this is planned into the day.

The childminder has a comprehensive set of policies and documents which contain all the required elements, however, her register is misleading for those children attending school full time. Comprehensive regular risk assessments take place both at the house and for the various trips and regular walks to and from the school. The childminder has made an accurate assessment of her skills through the use of the self-evaluation form and has found this has been a good tool in helping her to identify areas for further improvement.

The good relationship with all the families enables effective sharing of information to ensure that everyone is fully aware of the child's development. Parents letters gave much praise and thanks to the childminder who dedicates so much time and attention to their children. Close liaison has also been developed with the local school, enabling the childminder to help children with the transition from her care to the school, and this has been extended to other professionals involved in the care and education of the children. The sharing of information enables the childminder to offer the best possible care and education to meet both the children's developmental needs and their welfare needs.

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

Children enjoy the stimulating, relaxed atmosphere in this home and have a very good relationship with the childminder who is able to tailor her conversations and praise to meet the individual developmental levels of each child. They particularly enjoy music and a range of instruments was found for them to play along to a CD of suitable children's songs. They have free access to a wide range of resources including construction, puzzles and dressing up clothes with the childminder introducing them to creative activities and cookery. The garden is an extension to the learning environment and very well equipped with toys and resources that meet every child's requirements. The garden is on two levels and the childminder has fixed a slide to one side of the steps leading to the lower grass area, enabling the children to choose whether to walk down the steps or slide down. It has

proved to be extremely popular.

The childminder is never far from the children ensuring their safety and welfare at all times as well as observing their play and helping them to develop their knowledge and understanding. The day rotates around school times but enables plenty of time for the children to have free play as well as enjoying some of the activities pre-planned by the childminder. Each child has their own weekly planning sheet highlighting the areas for future development against each of the six areas of learning. The childminder uses these very effectively when deciding which equipment to have available and the types of adult-led activities to include for the children, enabling the whole day to meet the individual needs of every child present. These forms are completed using the information from the observation sheets and identified next steps in learning. Although the weekly sheets identify things to develop in all areas of learning, not all this information is shown in the observations.

Children's health and well-being is uppermost in the childminder's mind throughout the day. She effectively manages their time, offering rest periods when they require it, to give a good balance. Throughout she encourages the children to become as independent as possible for their age and stage of development. The children learn about safety both in the home and when away from it, together with good manners and respect for others. Positive behaviour management promotes a very happy environment with children receiving lots of praise and encouragement, enabling them to begin to understand right from wrong.

The house has been set up to promote the safety and well-being of the children at all times. Very good and careful use of stair gates ensures that regardless of where the childminder is she can see the children at all times. When she goes upstairs all the children go with her. The stair gates also enable her to separate her dog from the children but still enable the children to see the dog through the gate. They enjoy a good balanced, nutritious diet which is designed to meet their individual dietary requirements in consultation with the parents and have access to drinks throughout the day. Children's physical, social and economic development is positively promoted through the wide range of activities available and the positive interaction between the children, their parents and the childminder.

## 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

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|--|---|
| <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

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|--|---|
| <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

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|--|---|
| 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

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|--|---|
| <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**

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| 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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