

Inspection report for early years provision

Unique reference number	116653
Inspection date	05/05/2010
Inspector	Joanne Graham

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 has been registered since February 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and teenage child in a semi-detached house in High Wycombe, close to local parks and amenities. The whole of the ground floor is used for childminding, with rest facilities available upstairs. There is a fully enclosed garden for outside play and access to the premises is on street level.

The childminder is registered to care for a maximum of six children under eight years of age, of whom three children may be in the early years age group at any one time. She is currently caring for four children in the early years age group. She also offers care to children aged over five years to 11 years.

The family have two cats and a dog.

The childminder attends a local carer and toddler group on a regular basis. She has a current paediatric first aid certificate and is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder ensures the accessibility of resources and the learning environment enables all children to take an active part in the setting, both inside and outdoors. Written policies and procedures support the childminder in her work and she maintains children's records well, contributing to their well-being. The effective relationships with parents ensure children's welfare and learning needs are consistently provided for and managed. Children are building strong relationships with the childminder and their peers. Positive praise and encouragement boosts children's confidence considerably.

What steps need to be taken to improve provision further?

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

- develop current observation and assessment processes to fully implement children's next steps to learning and use to inform future planning needs of the children
- develop relationships with other early years settings which children attend to contribute to continuity of care and learning helping them to progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder has effective systems in place to ensure children are safeguarded whilst in her care. She has completed child protection training to update her knowledge, as well as using relevant literature. The written policy is shared with parents prior to their child starting, informing them of the process if the childminder has concerns. All persons in the household have relevant checks and visitors clearly record details of their visit. Entrance to the premises is monitored and the childminder ensures children are not left unattended with persons not vetted. This promotes children's welfare.

Children are encouraged to develop a positive sense of identity and talk about their own needs as well as caring for others. The childminder recognises and respects their uniqueness and adapts activities to ensure they are inclusive to all children expressing an interest. The childminder reflects on her practice. She has a positive attitude and desire to make continuous improvement and to sustain existing standards. The childminder listens to parents and children and values their comments to make improvements to her provision. For example, adding additional outdoor equipment such as hoops and skipping ropes. The recommendation made at the last inspection has been met. The childminder has already developed her observation and assessment process as she becomes more confident with her system. She records children's achievements within the Early Years Foundation Stage framework, although these details are not always used effectively to inform future developmental needs of the children. The childminder does have a good understanding of the Early Years Foundation Stage framework and developmental milestones and therefore is able to scaffold and build on children's existing skills as well as moving their learning forward.

Partnerships with parents are outstanding and the childminder values their views and input regarding her practice. This significantly contributes to the continuity of care and learning for the children. Letters from parents reflect their pleasure with the childminder's practice and how they feel a part of their children's developmental achievements. The childminder uses parental questionnaires to assess her provision, to ensure it is meeting the children's needs and parents' expectations. Before children first attend, the childminder gathers information from parents principally regarding the children's care needs and routines. Partnerships with others providing care for the children in the early years age range is in its infancy and information sharing is limited. The childminder encourages children to learn about diversity through the activities and resources provided and sharing events and experiences from their family background, such as birthdays and sending postcards when on holiday.

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

The childminder has robust systems to identify and minimise potential risks. She completes a thorough written risk assessment and supervises the children well,

helping them to feel safe and secure. Children have a good understanding of how to stay safe through gentle and consistent reminders. For example, not pushing one another when using the slide and sitting down to eat and drink. The childminder's caring approach boosts children's confidence to explore and investigate their surroundings. The balance of adult and child-led activities fosters active learning. Play is purposeful both indoors and outside and spontaneous. The childminder responds to children's interests, providing a varied, fun and challenging learning environment. Children are keen to join in activities and do so with self-assurance. They especially enjoy digging and building sand castles in the large sand pit outside and baking biscuits.

Children are fully aware of the childminder's expectations regarding behaviour and the house rules. The childminder is a good role model and consistently manages boundaries. Children are encouraged to respect one another and their surroundings. They tidy away when asked and are developing skills to share and take turns. The childminder knows children well and has a good understanding of their likes, dislikes and capabilities. She develops children's early language and communication skills as she asks open ended questions to encourage them to become independent thinkers. She responds positively to their requests and skilfully interprets their gestures and own ways of saying words. Children develop their numeracy and problem solving skills as they fix together the numbered hop scotch jigsaw and count the pegs as they collect the washing in. They mark make and access battery operated toys. Children develop these important skills for their future economic well-being.

Children develop an understanding of the environment and their local community as they spend time outdoors walking to school and visiting places of interests including parks and the library. Children begin to develop an understanding of sustainability as they help to recycle, grow plants and flowers and talk about how much the plants have grown because they give them water. Children understand and adopt healthy habits. They are active outside, wash their hands before eating and after using the toilet and they know why this is important. They enjoy healthy snacks, home cooked meals and drinks, which are supplied at regular intervals, especially after active play.

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	1
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	1

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	1
The extent to which children adopt healthy lifestyles	1
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

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