

Inspection report for early years provision

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Inspector	ISP Inspection
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 was registered in 2010. She is currently registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years age range and two children on roll who are aged over five years. The childminder lives with her partner and three children aged 11, eight and two years in Hazlemere, Buckinghamshire. The whole of the ground floor of the childminder's home is used for childminding with sleeping facilities available on the first floor. There is a fully enclosed garden for outside play. The family have a cat and some goldfish as pets. The childminder walks to local schools to take and collect children. She attends the local toddler group and takes children to the local library and parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder demonstrates a sound knowledge of each child's individual needs which allows her to help them to feel settled and secure as they attend the setting for the first time. Children are kept safe and secure through effective procedures allowing the childminder to recognise and limit potential risks and hazards within the home and on outings. Children enjoy the childminder's attention and support in their play, although current systems for ensuring a suitable and interesting educational programme to support each child's learning and development is not always effective. The childminder is beginning to develop systems for evaluating her practice which allows her to identify areas which would benefit from improvement and prioritise those which have the most positive impact of the children who attend.

What steps need to be taken to improve provision further?

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

- plan and provide children with a range of appropriate adult-led and child-led activities which reflect all areas of learning, allowing their next steps in learning to be identified and supported
- develop hygiene routines, particularly during nappy changing, to ensure that children's health is promoted and that they are well protected from the risk of cross infection
- seek starting points from parents to help support the provision of activities which are based upon children's interests and stages of development
- ensure that the setting's safeguarding policy is in line with the Local Safeguarding Children Board's procedures.

The effectiveness of leadership and management of the early years provision

The childminder has effective procedures in place to ensure that children's safety is promoted. The childminder demonstrates a secure awareness of her responsibilities in protecting children from harm and has effective risk assessments in place to recognise and minimise potential hazards. Safeguarding procedures ensure that the childminder is aware of signs of potential abuse or neglect and she has a clear awareness of how to deal with concerns to ensure children's safety is prioritised. Written procedures are in place and the childminder is aware of how to make a referral to the relevant authorities if necessary. However, the childminder is unsure whether her policy concerning safeguarding reflects the local Safeguarding Children Board's procedures. This could indirectly impact on children's safety.

Parents feel very happy with the care which the childminder provides to their children and through the childminder seeking key personal information about each child from the parents, she is able to ensure new children settle very quickly into the setting and ensure that they quickly feel confident to approach her for support in their play or for cuddles and comfort. The childminder ensures information regarding children's cultural and dietary needs are sought immediately and respects and meets these requirements effectively. The childminder demonstrates her understanding of the importance of good communication between other early years settings and other early years professionals. This willingness to share information in discussion with parents means that children can be better supported in their individual needs.

Resources are deployed very well and children enjoy being able to access a wide range of toys which support their interests. Resources are effectively stored and children are independent as they take toys to different areas of the home to play with. The childminder is keen to ensure all children have the opportunity to make choices and this is reflected in her provision. Through evaluating her provision the childminder has begun to devise key areas which she would like to develop in her practice which will enable her to support each child more effectively; Particularly in their progression of learning and development. The childminder accesses training in a variety of areas to help her to develop her provision further to support the children who attend.

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

Overall, children are settled and secure and are developing their confidence. They are warmly welcomed on their arrival by the childminder and are quickly comforted if they become upset. Children feel secure and at home as a result of the high levels of interaction with the childminder and are developing high levels of self-esteem as a result.

However, current systems for ensuring children are supported in their learning and development are not always effective. The childminder is aware of children's interests and is able to extend these to some extent through activities, but she does not yet demonstrate a clear awareness of how to use her observations of children to help her to plan and provide purposeful activities to identify their next steps in learning.

A good range of resources are available for the children to access and children are interested in the activities which are offered, such as completing puzzles. They concentrate hard as they find the correct shape to fit the shape sorter whilst playing alongside their friends. The childminder demonstrates a sound awareness of what interests children and is sometimes able to extend their interests, for example providing children with opportunities to finger paint when they show an interest in craft activities.

Children enjoy dancing to music and shy children are supported by the childminder as she offers them her hand to hold as they dance, helping them to develop their confidence and self-esteem. The childminder supports their interest in the music as she finds a book for the children to look at together. They look at the pictures of the spider as the song 'incy wincy spider' is playing and children are encouraged to point out the other pictures that they can see.

Children's communication skills are well supported through the childminder encouraging very young children to practice saying new words, such as juice when the child is thirsty and pointing to their cup. The childminder provides children with healthy snacks during the day and opportunities for them to taste home grown vegetables. They are beginning to learn about keeping healthy as they are encouraged to make healthy food choices, although currently hygiene procedures surrounding nappy changing are not always effective at limiting the risk of cross infection.

Children are learning about developing relationships with others as they sit together at meal times and are encouraged to play together as they roll cars and balls to one another, learning about sharing resources and taking turns. Information about children's achievements are shared with parents verbally and the childminder encourages children to show parents new skills they have achieved, such as climbing up the small climbing frame in the garden unsupported. However limited information is sought from parents concerning their child's starting points in learning which means that the childminder is not fully able to ensure that the activities which she provides for children are both challenging and suitable for their stages of development and individual needs. In any case, children are making progress towards their early learning goals and are generally happy in their activities and surroundings.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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

The quality of the provision in the Early Years Foundation Stage	3
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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	3
The extent to which children feel safe	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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