

## Inspection report for early years provision

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<b>Unique reference number</b>	107730
<b>Inspection date</b>	28/09/2010
<b>Inspector</b>	Julie Biddle
<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.

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## Description of the childminding

The childminder was registered in 1999. She lives with her husband and two children in Chesham, Buckinghamshire.

The whole ground floor of the house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time, of whom three may be in the early years age group. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll in the early years age group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are valued as unique individuals by the childminder, who works closely with parents to meet each child's individual needs. A clean and safe environment is provided in which children are looked after with care and kindness. Children make progress in their learning and development because of the good range of play experiences and resources made available to them. The childminder has a good understanding of the importance of continuously improving her practice for the benefit of the children.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure the policy for safeguarding children includes the process to follow if allegations are made against the childminder or any family member
- 15/10/2010

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

- further develop systems for planning, observations, and assessments to ensure all children receive individualised learning

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

Children's safety is important to the childminder. She carries out risk assessments on all areas of her home and garden to detect and minimise any potential hazards. Safety measures are in place both within the home and for trips in the community,

meaning children remain safe at all times. In addition, the childminder has a good awareness of child protection matters, including the procedure to follow to report concerns. A written policy is in place, however it lacks the procedure to follow if allegations are made against the childminder or her family.

The childminder has good relationships with the parents. Parents are informed about their children's learning and development everyday and they have access to samples of their children's work. The childminder has a number of policies and procedures in place relating to her business, which are shared with parents. The childminder works closely with other early years settings to ensure the needs of the children are known and consistency is in place for the children.

The childminder acknowledges that however much experience she has in the field of childcare, there is always scope for improvement. She has completed a comprehensive self evaluation, where she has self-assessed the quality of her practice. She recognises areas of strength and weakness and has clearly targeted areas for future improvement. The childminder has implemented the recommendations made at the last inspection. She takes the opportunity to attend as many training workshops and courses as possible, which also helps towards ensuring children's well-being is safeguarded. The childminder has good links with local authority.

The childminder observes the children at play to assess their stage of development. She then assesses her findings and plans the next step in each child's individual learning journey. Although this is effective, as children make progress, the childminder has identified this as an area to develop to ensure that learning priorities are well targeted to further promote their progress. The childminder has a good understanding of the six areas of learning, and recognises that one well resourced and planned activity can cover all of them at once. Children are happy and content in the care of the childminder because of the warm care and attention the childminder gives them. They build up confidence and good self-esteem, and consequently are able to enjoy the play opportunities available to them. Children's independence is promoted as they choose items to play with from an easily accessible selection.

The childminder helps children learn about equality and diversity in the world around them. For example, to acknowledge Harvest festival and autumn the childminder took the children to a church to see the harvest display and collected colourful leaves for printing.

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

The childminder has a good understanding of how children learn through play, and provides fun and stimulating experiences to promote learning and development in all areas. She maintains an overview of children's progress and plans activities that support their ongoing development. For instance a play tent provides the opportunity for children to play independently as they make cups of tea for their dolls and eat their snack. Children who are less confident are very pleased with

themselves as they go into the tent, smiling as they peep out. Children are encouraged to develop skills for the future, they for example learn how to slice a banana for their snack.

Children begin to learn the importance of maintaining a healthy lifestyle. The childminder works together with parents to ensure she provides a balanced and nutritious diet that takes account of particular dietary needs. The menu regularly includes locally sourced fresh fruit and vegetables. Children particularly enjoy making and eating vegetable soup. Children have created pictures of food that is healthy and special treat foods, meaning they have an understanding of foods that are good for them. The childminder encourages children to develop good personal hygiene routines to prevent the risk of cross-infection and to keep them well, such as washing their hands at appropriate times. Children benefit from plenty of opportunities for physical exercises outdoors. The garden provides a secure area for running and kicking footballs and walking in the local area to collect fallen leaves to learn about the natural world.

The childminder gives warm and nurturing care to young children. They are settled and very content. They demonstrate their closeness to her by snuggling-up on her lap to look at books and drink their milk. Children are becoming active, curious and inquisitive learners. Children's behaviour is good, the childminder is calm and reflective with the children encouraging them to solve problems themselves, such as how to share the ball. They learn from the childminder who is a good role model, about being respectful and polite. Children's personal, social and emotional development are developing well, as they say 'please' and 'thank you'. The childminder shows all children equal respect and values them as individuals.

Children are learning about keeping safe, for example, when they go out within the community, they talk about and practise crossing the road safely. They participate in fire evacuations. This equips children with a good understanding of how to manage their own safety. Children have a wonderful time as the childminder introduces a new soft ball for play. They enjoy gently throwing and rolling the ball to each other, at all times keeping each other safe. Interaction between the children and the childminder is of a high level and constant. They for example discuss how the ball feels and smells using descriptive words such as 'squishy'.

## 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

<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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</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

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

<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**

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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