

Inspection report for early years provision

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Inspection date	07/10/2010
Inspector	Margaret Moffat
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 2006. She lives with her husband and two children, aged seven and eight years, in Burnham, Buckinghamshire. The childminder uses the whole of the ground floor of the house for childminding. There is an enclosed garden for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups. The family has three cats, a rabbit and a guinea pig.

The childminder may care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder also works with assistants. She may increase her numbers to provide care for seven children under eight when working with an assistant. She is currently minding six children in this age group who attend for a variety of sessions. The childminder also cares for a number of school age children. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is well organised and demonstrates a commitment to her work. She knows the children extremely well and fully understands the need to treat children as individuals. The childminder's qualifications and experience allow her to meet the learning and development needs of the children in her care. Consequently children make extremely good progress. The childminder works closely with parents and they share valuable information which supports children's welfare. She reflects on her practice and recognises how to bring about improvement that benefits the children.

What steps need to be taken to improve provision further?

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

- ensure records of attendance are maintained accurately at all times
- continue to develop links with other providers of the Early Years Foundation Stage so that children benefit from a collaborative approach to their learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding issues which supports children's welfare. All members of her household and assistants have been

checked to ensure their suitability. There are effective procedures in place to report any concerns the childminder may have about the children in her care and she is fully aware of the signs and symptoms to look out for. The childminder and her assistants have attended training on child protection and this ensures their knowledge is up to date. The childminder creates a safe and secure environment and helps children learn about safety both indoors and out. Risk assessment records are in place and include those of outings.

The childminder is passionate about her work with children and shows commitment to developing her knowledge of childcare and education. She has a relevant childcare qualification and has a training plan in place to assist with her professional development. The childminder evaluates her service using self - evaluation, having monitoring visits and annual reviews with local authority and finding out the views of parents and children through discussion and completed questionnaires. This shows the childminder's capacity for continued improvement. The childminder has a set of policies and procedures that reflect her understanding of the requirements and promoting children's welfare. Although most records are carefully maintained, the register of daily attendance is not always up to date.

Children play in a well organised setting with a good range of toys and resources within easy reach, providing them with opportunities to make choices. Children's work and photographs are displayed on the notice board and walls and this helps them feel a sense of belonging. The childminder offers a fully inclusive and welcoming setting that is very child friendly and meets the needs of the children.

The childminder has effective procedures in place to make links with outside agencies and other settings which children attend. However, in some cases these links are not fully established. She develops good relationships with parents and keeps them fully informed of their child's care, learning and development through daily diaries and verbal feedback. They have access to their child's records at any time and also have opportunities to discuss their progress in more depth on a regular basis. She keeps up to date with what children are learning at home and incorporates this into her daily routine to further support the children. There is a notice board with lots of useful information and parents receive a newsletter each term. Correspondence received from parents displays how happy they are with the service provided, how happy their children are and how they are developing well.

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

The childminder prevents the risk of cross infection as the children use paper towels and liquid soap and there are appropriate nappy changing procedures in place. There is a wall sign next to the sink to remind children to wash their hands properly. This encourages children to follow good hygiene routines from an early age. Children are provided with a range of nutritious and healthy meals and snacks taking into account their individual dietary needs and parents wishes. The childminder encourages children to try different fruits at snack time to encourage variety, but children are happy to eat their favourites. Children have opportunities

to grow vegetables and fruit in the garden, pick them and use them in cooking activities and this helps foster their understanding of healthy eating. Children are becoming aware of their own care needs as they help themselves to drinks that are within easy reach for them to access when they wish. Children's physical development is promoted through outdoor activities such as visits to the local park and playing in the garden. The childminder ensures they exercise and play outdoors each day which helps promote a healthy lifestyle.

The childminder has an excellent knowledge of child development and provides the children with a range of stimulating and exciting activities to promote their learning in all areas. Children are extremely confident and benefit from the excellent support they receive from the childminder. Their independence skills are developing very well as they are encouraged to do things for themselves such as putting on their boots and coats, with the childminder on hand to assist if required. The planning and assessment systems are very well organised and children's records are maintained to a very high standard, clearly showing the progress they have made and their next steps in learning. The childminder recognises the uniqueness of the individual children and how they learn.

Children enjoy puzzle activities as they try and put the pieces in the correct place. The childminder encourages their thinking by asking the names of the items on the puzzle pieces, what colours they are and if they are animals, what noises they make. Children smile with delight as the childminder praises them for their efforts. Children have fun when out playing in the garden. They play with the sit and ride toys and push dollies around in their buggies. They explore and investigate as they play in the water on top of the sand tray lid. They watch the balls floating and push them under to see what happens and the childminder introduces them to new words such as floating and sinking. They enjoy throwing the balls into the water and retrieving them and sorting them into different colours and generally just splashing around, having great fun. The childminder uses everyday experiences such as an airplane flying over to encourage children to talk about what they see, where it is going and how it makes a noise. They also like to wave to the passengers. Musical instruments give children opportunities to bang, shake, play the keyboard and use other instruments and have good fun as they make lots of noise. Children develop their knowledge and understanding of the world around them through the outings, attending local activities such as toddler groups and having opportunities to be involved in activities to celebrate other cultures and traditions.

The childminder provides valuable experiences and opportunities for children to develop skills for the future such as getting dressed, learning to cook and sew, meeting and socialising with others and learning to work with them. Their awareness of the needs of others less fortunate than themselves is heightened as they write and send pictures to children in other countries and raise funds to help support them.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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