

Inspection report for early years provision

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Inspection date	19/10/2010
Inspector	Margaret Davie
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.

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 was registered in 2000. She lives with her husband and two children aged six and 14 years in Widmer End near High Wycombe, Buckinghamshire. The whole of the ground floor of her house is used for childminding and there is a fully enclosed garden available for outdoor play. The family have two pet rabbits.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, of whom three may be in the early years age group. She is currently minding three children in the early years age group for a variety of sessions. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development. The childminder knows them well and works effectively with their parents to meet their individual needs. She organises her setting effectively to ensure children's welfare is safeguarded. Her provision is accurately evaluated and she has a clear understanding of her strengths and areas for further development.

What steps need to be taken to improve provision further?

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

- provide greater opportunities for children to become more aware of and explore and question differences, including gender, ethnicity, language, religion, culture and special educational needs and disability issues.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded while in the childminder's care. She demonstrates a good understanding of child protection procedures and is clear about her responsibilities and what to do if she ever had a concern about a child. All adults in her household have been checked to ensure their suitability. Children safety is promoted because she conducts risk assessments of her home and for any outings. She organises her home well, ensuring that children can move around safely and play comfortably. Children have access to a good range of toys and resources which are suitable for their age and stage of development. Toys are easily accessible to them in the play room, which allows them to follow their own

interests and preferences. The childminder has a clear understanding of her role in promoting equality and diversity and provides children with some activities which help them learn about diversity. However, resources which depict people's differences and are available for children to use as they play are more limited.

The childminder has addressed the recommendations set at the time of her last inspection in order to further promote children's welfare. She has obtained parents written permission to take their children on outings and ensures her attendance register reflects children's hours of attendance. She evaluates her setting and seeks parent's views to inform future developments. The childminder works effectively with parents to ensure children's individual needs are met. She obtains information from them about children's starting points and provides them with detailed verbal feedback about children's activities and developments. Written correspondence from parents indicates they are very happy with the childminder's service. The childminder communicates effectively with other early years providers, such as staff in the reception class at the local school, in order to promote consistency in children's care and learning.

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

Children are very settled and happy in the childminder's care. They make good progress in their learning and development because she knows them well and uses information from her assessments effectively to plan for their future learning. Children develop good language skills as they chat to the childminder about their morning at school. She listens to them carefully, showing interest in what they have to say, thereby also helping them develop confidence and self-esteem. Children enjoy listening to stories and also explore books on their own. The childminder supports their learning well, extending their thinking as she talks to them about the stories and makes connections to children's lives. For example, a child reading a story about dinosaurs remembers a visit to a museum which had some on display.

Children are able to be creative as they colour pictures, paint and model with play dough. They start to make connections such as figuring out how to fit models together and practise their counting skills in every day activities such as climbing stairs. Babies receive good support to encourage their developing physical skills and the childminder provides lots of cuddles and encouragement to make them feel secure and confident. Babies really enjoy watching older children as they play, babbling happily as they hear older children reading aloud.

Children learn about healthy lifestyles as they develop good hygiene routines such as washing their hands before they eat. They receive nutritious home-cooked meals as well as fresh fruit and vegetables to promote their good health. Drinks are regularly accessible. They play outdoors regularly and get plenty of exercise as they go to the park or use the resources in the childminder's garden. Children develop a good understanding of how to keep themselves safe as they practise fire drills and discuss road safety while on outings. They respond positively when the

childminder asks them to be extra cautious with small toys to make sure babies cannot swallow them. Children behave well and form good relationships with the childminder and each other. They happily help tidy away toys when they are finished playing with them and are polite and considerate.

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	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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