

Inspection report for early years provision

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Inspection date	09/11/2010
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 two children aged 14 and 16 years in Chalfont St Giles, Buckinghamshire. The childminder's home is close to local schools, shops and a park. All areas of the property are used for childminding and there is a fully enclosed garden available for outside play. The family have a dog, two guinea pigs and four chickens.

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 six children under eight years at any one time, of whom three may be in the early years age group. She currently minds three children in the early years age group and 11 older children for a variety of sessions.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder knows children well and provides a range of stimulating and challenging activities for them to enjoy. Children are carefully monitored and learning experiences are generally well planned to suit their individual needs. She organises her provision effectively to promote their safety and good health. An accurate self-assessment has been conducted and she demonstrates a good capacity to make further improvements.

What steps need to be taken to improve provision further?

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

- update the risk assessment to include anything with which a child may come into contact with
- develop further the systems used to assess children's progress in order to plan effectively for their future learning

The effectiveness of leadership and management of the early years provision

The childminder implements an extensive range of policies and procedures in order to ensure children are safeguarded while in her care. She has a clear understanding of her responsibility to protect their welfare and knows what steps to take if she ever has a concern about any of them. The suitability of all adults in her household has been checked and children are closely supervised at all times to make sure they are safe. Risk assessments and daily checks of the premises are conducted to make sure children can play and go about their routines safely. However, the risk assessment does not include everything with which a child may

come into contact. Her home and resources are well organised, allowing children to move around freely and play comfortably. Children's safety on outings is promoted by the completion and review of relevant risk assessments.

The childminder has a good understanding of her role in promoting equality and diversity. For example, she regularly tracks children's progress to make sure they are making steady gains in relation to their starting points. She provides a variety of activities to help children gain an understanding of diversity, such as exploring Rangoli patterns. The childminder communicates effectively with other early years providers to promote consistency in children's learning and development. For example, she obtains information about activities planned at other settings they attend, and takes these into account when supporting their learning. The childminder works closely with parents to support children's development. She provides them with information about her setting and maintains a good two-way flow of communication with them to make sure their child's needs are met. Written communications received from parents indicate they are very happy with her service. They are particularly pleased that their children enjoy the stimulating activities she provides and are very happy in her care.

The recommendation made at the time of the childminder's last inspection has been fully addressed, as she now ensures that any existing injuries are recorded in her accident book to promote children's welfare. She has completed an accurate assessment of her setting and recognises further development of her assessment procedures as an area for improvement.

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

Children are happy and well settled. They develop good relationships with the childminder who is kind and attentive to their needs. For example, she recognises that a child is shy in the company of a stranger and provides comfort by way of cuddles and soothing words. Children receive lots of praise from the childminder and as a result are confident to try new activities and develop good levels of self-esteem. They behave well and are beginning to understand the importance of sharing resources and taking turns.

The childminder spends her time playing with the children and supports their learning well. For example, when children decide to turn a big cardboard box into a vehicle she provides appropriate resources to help them draw, cut out and glue on some large wheels. Their counting skills are developed as she helps them decide how many wheels they will need and how many to put on each side of the box. Children develop good communication skills as they are constantly chatting to the childminder as they play. They learn to make connections and develop their thinking skills as they fit the train track together. The childminder provides good practical support for this activity, such as suggesting they remove the roof of the shed so they can see the track as it winds through. She encourages them to use their own imagination when deciding how to put the track together, and they show great delight in creating a zigzag pattern that will make sure the train has a

'bumpy ride'.

The childminder observes children regularly and keeps track of their progress with pictures and written assessments. She is familiar with the areas of learning as well as the requirements of the early learning goals and has identified next steps for children. However these are quite general and therefore not as effective as they could be in helping to plan for children's future learning.

Children learn about how to stay safe as they practise fire drills and road safety while on outings. They learn about healthy lifestyles including good hygiene procedures, such as washing their hands after using the toilet and before they eat their meals. Children have free access to drinking water and are provided with nutritious freshly prepared meals and snacks which help them learn about healthy eating. They enjoy regular outdoor play, either in the childminder's secure garden where they have access to large equipment such as swings and a climbing frame or on outings in the locality. Children take part in a range of activities outside the home such as walking to the school, visiting other local childminders and attending toddler groups. These activities provide them with good opportunities to socialise with other children.

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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