

Inspection report for early years provision

Unique reference number	EY332693
Inspection date	06/12/2010
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 registered in 2006. She lives with her husband and two children aged two and eight years in Chalfont St Giles, Buckinghamshire. Most of her premises is used for childminding purposes and there is a fully enclosed rear garden for outside play. The family have a pet dog and hamster.

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 two may be in the early years age group. She currently minds one child in the early years age group as well as three older children who come for various sessions before and after school. The childminder walks or drives to local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a welcoming and friendly environment. The childminder knows them and their families well and provides a wide range of activities to support their learning and development needs. Most documentation to promote children's welfare is in place; however some required records are missing. She evaluates her setting reasonably well and plans appropriately for future improvements.

What steps need to be taken to improve provision further?

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

- request written permission from parents at the time of their child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).
- 13/12/2010

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

- develop the assessment systems further in order to plan more accurately for children's future learning
- broaden children's opportunities to gain an understanding of diversity and embrace differences.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of how to safeguard the children she cares for. She is familiar with signs and symptoms of abuse and knows what to do if she ever has a concern about any of them. All adults in her setting have been vetted to ensure their suitability and children are closely supervised at all times. She has conducted risk assessments of her home and for outings to promote the safety of children and implements a range of measures to protect them. For example, cupboard locks are fitted on kitchen cabinets and drawers. A fire evacuation plan is in place and occasionally practised with children to make them aware of what to expect in an emergency. The childminder completes medical and accident forms appropriately and keeps a daily register of children's attendance. She requests parent's written permission for a number of activities such as taking children on outings and transporting them in her car. However, she has overlooked asking them for their written permission to seek any required medical advice or treatment if needed. This is a breach of regulations.

The childminder's home is well organised and provides a welcoming environment for children. Toys and resources are easily accessible to them in the playroom, and safe areas are designated for eating and sleeping. Equality and diversity are appropriately promoted in the setting. Children's are well known and their learning and development is appropriately monitored. All children have equal access to the toys and the childminder ensures they each receive her attention. Policies and procedures are available to parents in the setting and they are provided with daily verbal feedback about their child's day. The childminder works effectively with other settings attended by children, such as a local nursery. She informs herself of children's activities and takes these into account in her own planning to promote consistency in their learning. The childminder has conducted a broadly accurate evaluation of her setting and has identified her assessment procedures as an area for further development. She has improved outcomes for children by addressing the recommendation made at the time of her last inspection in relation to carrying out risk assessments.

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

Children enjoy their time with the childminder and make good progress in their learning and development. They have easy access to a wide range of toys and resources which cover the six areas of learning. For example, they experiment with making sounds and develop their creativity as they play with the small musical instruments. The childminder demonstrates good knowledge about children's interests and provides activities to extend these as they play. For example, as they sit at the table to paint, the childminder offers a range of cars to use in the activity because she knows children are keen on them. As they paint, children's learning is extended through discussion about the colours. Children practise their counting skills as they count the numbers on a Christmas tree drawing and develop their

vocabulary as they name the various decorations. They develop good communication skills as the childminder constantly chats to them as they play, for example, asking them about their day at nursery and reassuring them about an upcoming move to a new school. This also helps prepare children well for their future education. The childminder has made some observations of children in order to track their development. She links children's activities to the areas of learning; however does not yet identify specific next steps to plan for their future learning.

Children receive lots of positive praise and encouragement from the childminder which boosts their self-esteem and confidence. They happily try the activities which are provided for them and show good levels of concentration. They behave well and form good relationships with the childminder and each other. They have plenty of opportunities to play outdoors to support their good health and develop their physical skills. For example, the childminder provides equipment such as a slide and climbing frame in her garden which is partially decked and therefore available throughout the year. Their physical skills are further developed as they use the range of art and craft tools. For example, they show increasing control as they paint with small brushes and use the scissors and glue stick. Children follow appropriate hygiene routines and are provided with well balanced, nutritious meals and snacks. Drinks are available to them at all times as they can help themselves to the dispenser in the refrigerator. A poster displayed in the cloakroom reminds them about the importance of regular hand washing to minimise the spread of germs. Children's understanding of safety issues is reinforced through simple house rules and discussions. Children have access to some resources such as books, which help them learn about the wider world and diversity. However their access to relevant toys which they can use in their play activities is limited.

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	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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