

Inspection report for early years provision

Unique reference number	EY338761
Inspection date	04/02/2011
Inspector	Susan May
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2006. She lives with her husband and two children aged 10 and 13 years in Haddenham, near Aylesbury, Buckinghamshire. The whole ground floor of the childminder's house is used for childminding with sleep facilities available on the first floor and occasional play in the children's bedroom. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register and may care for a maximum of six children under eight years at any one time. The childminder is currently minding three children in the early years age group.

The childminder is prepared to take and collect children from local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes children's welfare effectively as clear policies and procedures for safeguarding and excellent risk assessments and suitable person procedures ensure children remain safe at all times. Children feel settled and secure in the childminder's home as she offers an inclusive service recognizing the uniqueness of each child and building exceptional links with parents to meet children's needs. The childminder through evaluation demonstrates a capacity to improving her provision as she seeks to increase the range of resources to support specific skills and develop children's understanding of the wider world. Children clearly enjoy their time with the childminder and achieve well as effective assessment procedures provide a clear picture of their development to assist in planning their next steps.

What steps need to be taken to improve provision further?

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

- provide opportunities for children to further develop their knowledge of the wider world through activities, festivals and events that embrace differences of ethnicity and culture
- build on resources that are challenging and that can be used in a variety of ways to support specific skills .

The effectiveness of leadership and management of the early years provision

The childminder organises the childminding day following clear daily routines in line with parental preferences, she gives high priority to keeping children safe and has an excellent understanding of the procedures to be followed should she have

any concerns about a child in her care. All adults in the household have appropriate checks and children are supervised at all times to ensure they remain safe. The childminder completes ongoing safety checks and has in place risk assessments that effectively identify and minimise any possible hazards to keep children safe both on the premises and on any outings they undertake. Appropriate fire precautions are maintained including a fire evacuation plan that is practiced regularly. Children's well-being is sustained as all documentation relating to the children is in place, reviewed regularly and accurately completed; this includes appropriate parental consents and clear procedures to record accidents and medication. Information on the childminders policies and procedures is shared with parents to ensure they have full knowledge of her practices. Children have free access and independently select from a range of resources that offer good learning opportunities, however, through effectively self evaluating the provision the childminder has identified that to further support specific skills increasing both the variety and range of challenging resources available would benefit the children.

The childminder supports inclusive practice as each child's needs, family circumstance and background is valued and acknowledged. This is reinforced through the excellent relationships the childminder builds with parents. Parents and the childminder share information about the children through ongoing verbal discussions and a superb daily communication book that provides a wonderful record of children's time with the childminder. Parents comment about the excellent communication links and how the daily record book, complete with photos, is much read by the children, parents and other family members. While it is not relevant for the children currently cared for the childminder demonstrates through discussion an understanding of communicating with other carers to share relevant information for continuity in children's learning.

The childminder has a very good understanding of the early learning goals and makes observations and assessments that are incorporated into development records clearly linked to the Early Years Foundation Stage. These are used effectively to support children's next steps and future planning. The childminder clearly enjoys her role as a child care practitioner, demonstrates commitment to improving her practice as she shares her thoughts and ideas with other experienced childminders and seeks information and completes further training, for example, from the local authority.

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

Children feel settled and secure in the warm, friendly environment that the childminder provides. The childminder has a good understanding of the six areas of learning and is confident in enabling children to initiate their own play while being on hand to offer support. All information about the children is shared with parents and comprehensive observation and assessments and learning journals provide a clear record of children's progress. Excellent initial and ongoing communication with parents helps provide the childminder with a good understanding of the children's next steps in order to plan appropriate activities that promote children's learning. Regular opportunities for physical exercise

contribute towards children adopting a healthy lifestyle. They go to a nearby park, or take walks in the area as they collect older children from local schools, explore the natural environment, talk about the weather and find out about the animals they see, for example, talking about the goats as they visit a nearby goat farm. Discussion about road safety helps children begin to keep themselves safe outdoors, while simple house rules and explanations from the childminder help children remain safe indoors. Parents provide children's meals and the childminder is aware of storing foods to ensure it remains fresh. The childminder provides a good role model and prevents cross infection as she follows good hygiene practices, for example, nappy change procedures include wiping down changing mats and both children and the childminder washing their hands afterwards. Children enjoy their play; they happily sit with the childminder looking at books, use tools as they enjoy an arts and crafts activity gluing and sticking spots on their giraffe pictures and develop increasing concentration skills as they play an animal card game. Children have opportunities to mark make as they have access to pens, pencils and paint brushes as they take part in regular arts and craft sessions both in the home and at groups they attend. Children sing with the childminder and photographs in their daily diaries and development records show them dancing and thoroughly enjoying moving to the music. The childminder helps develop thinking and language skills for children whose language is in the early stages by chatting to them, asking open-ended questions and giving children ample opportunities to respond. Children develop their problem-solving skills as they have access to a range of construction toys, complete puzzles, identify shapes and put them in the correct slots in the shape sorter. They begin to count in everyday situations, and through adult led activities, for example, as they count the number of legs on the animals and how many wheels there are on different types of transport. Children begin to find out about size as, for example, a child asks for a plate on which to put the play food and correctly identifies that the one offered is too small.

The childminder knows the children's needs well, she respects parents wishes and provides quiet times and sleeps when required. Children's moral and social skills are promoted as the childminder offers a caring environment in which children are encouraged to show respect for the adults, care for each other and for resources and begin to understand about sustainability as they see the childminder using the recycling facilities in her home. The childminder adopts a positive approach to behavior management; frequently offers praise and affirmative comments to show how much she values the children, building build their self esteem. Children begin to develop social skills and gain in confidence as they chat to the childminder, go on planned outings to local groups and meet with other childminders and their children. The childminder creates an inclusive environment that encourages children to feel a sense of belonging and children are beginning to develop an awareness of community and their immediate surroundings, resources available promote positive images of gender and disability, however, the childminder has identified that by offering further opportunities through activities, festivals and events that embrace differences of culture and ethnicity would enable children to develop their knowledge of the wider world.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----