

Inspection report for early years provision

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Inspection date	25/02/2011
Inspector	Victoria Vasiliadis
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 was registered in 1999 and lives with her husband, one adult son and three children in a residential area of Gerrards Cross in the county of Buckinghamshire. The downstairs of the premises are used for minding purposes. There is a fully enclosed garden available for outdoor play.

The childminder is registered to care for five children under eight years, with no more than two in the early years range. However, when working with an assistant, she may care for no more than six children under eight years, with no more than five in the early years age range. Currently she has three children on roll within the early years age range who attend on a part-time basis. She is registered on the Early Years Register and both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has an emerging understanding of the Early Years Foundation Stage and is developing her knowledge of how children learn and develop. Observation and assessment process are developing and evolving, but as yet do not securely link to the relevant areas of learning or identify the next steps in children's learning. Self-evaluation continues to develop and the childminder is aware of her strengths and weaknesses. The childminder has adequate systems in place to share information with parents and carers to ensure that children's individual needs are identified and met.

What steps need to be taken to improve provision further?

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

- improve the record or risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident (Suitable premises, environment and equipment)
- 01/03/2011

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

- develop the systems for observing and assessing the children's learning and development so that the next steps in children's learning are identified and securely linked to the Early Years Foundation Stage
- develop a greater knowledge and understanding of the Early Years Foundation Stage, in relation to children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment as the childminder has a sound understanding of her role in promoting the safety and welfare of the children. Visual risk assessments are routinely conducted in relation to the home and when on outings. The childminder has taken appropriate action to ensure children are not exposed to hazards. For example, safety gates restrict access to the stairs and kitchen and hazardous materials have been made inaccessible to the children. Written risk assessments records are maintained, but they do not currently record all the necessary information such as, when they were carried out or by whom, which is a legal requirement. The childminder has a satisfactory understanding of child protection issues and the reporting procedures to follow should she have concerns about the children in her care. Children are protected from unvetted individuals as the childminder does not leave children alone with those individuals who have not been vetted.

The childminder is beginning to monitor and evaluate the quality of the service that she provides. She has obtained feedback from parents in the form of written letters, as a means of identifying any areas that they would like developed or improved. She demonstrates through discussion an accurate understanding of her own strengths and areas for development. For example, she acknowledges that she needs to improve her current observation and assessment processes and to further develop her understanding of children's learning and development in relation to the Early Years Foundation Stage. The childminder has addressed the recommendation from the last inspection, which ensures children's health and safety is promoted.

Children benefit from the sound relationships between their parents, carers and the childminder. The childminder ensures that she obtains information from parents about the children's starting points such as, what the children like to play with inside or outside; their likes and dislikes or what frightens or frustrates them. She also obtains information that will help her to provide consistent care such as, if the children have any allergies or intolerances or any dietary requirements that must be respected. She talks to the parents on a daily basis and completes daily diaries which include information on the children's personal care and what they have done during the day. However, as the childminder does not conduct observations on all the children, parents are therefore unable to be informed on their child's continuous development or progress. Through discussion the childminder demonstrates a clear understanding of the need to develop effective links with other professionals when the need arises.

The childminder has made some efforts to support the children's understanding of equality and diversity as she acknowledges a selection of festivals such as, Diwali, Christmas and Chinese New Year. The children have access to a selection of resources that are reflective of the wider community such as, books, dolls and play people. She encourages children to accept and respect others through her interactions, discussions and role-modelling. The childminder has formed positive

relationships with the children, which enables them to explore their environment from a secure base. In addition, the children have access to resources that are fit for purpose, well maintained and which provide them with suitable challenges.

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

The children are learning the importance of staying safe. For example, children know what to do in the event of a fire because they routinely practise the evacuation procedures. They also learn that there are consequences to their behaviour which could affect their safety. For example, children are reminded not to beat the drum stick too close to other children as they may hurt them.

Children's health is suitably supported by the childminder as she ensures that appropriate precautions are taken to reduce cross contamination. For example, when changing nappies she washes her hands in between changes and wipes down the mat before changing another child. In addition, children are excluded for at least 24 hours if they are contagious so as to prevent the risk of cross infection. She ensures that children's lunches, which are provided by parents, are appropriately stored. The childminder ensures that the children have access the outdoors on a daily basis. For example, they play in the garden where they can use the apparatus to develop their large motor skills whilst climbing, jumping and running around.

The quality of children's learning and their progress towards the early learning goals in relation to their starting points is satisfactory. The childminder has started to make observations of most of the children within the early years age range, but as yet, these do not sufficiently identify the next steps in children's learning or are linked to the relevant areas of learning. The children are suitably supported in their learning as the childminder sits with them at activities and extends their thought processes as she poses open-ended questions. For example, whilst looking through books she asks the children questions about the pictures, the different animals and textures. She continually talks to the children about what they are doing, and what she is doing as a means of developing their communication and language skills.

Children's independence skills are appropriately supported as they are provided with an environment where they can easily access resources that are suited to their abilities, stages of development and interests. These are stored at the children's level in low-level storage units and on the floor, this ensures that children can make choices and initiate their own play. They are encouraged to respect their resources as the childminder gently reminds them to put away toys before getting more out. Children receive praise for their efforts and achievements which encourages their self-esteem.

The children have access to a selection of interactive and programmable toys which are beginning to support their interest in information and communication technology. Children's problem solving skills are developing as they use their skills to work out how to fit the different shapes into the shape sorter. Also, the children

enjoy constructing towers with the building bricks and then taking great delight in knocking them down again. The children explore different textures whilst playing with the couscous and making different patterns with the plastic animals.

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	3
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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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