

Inspection report for early years provision

Unique reference number	107852
Inspection date	24/03/2011
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 1994. She lives with her husband, adult son and school aged daughter in Chalfont St Giles, Buckinghamshire. The whole of the ground floor is used for childminding and there is a downstairs cloakroom available. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is registered to care for a maximum of six children under eight years, with no more than three children within the early years age range. She currently has five children on roll, of these, two children are within the early years age range who attend on a part and full-time basis. The childminder is a Buddy supported and funded by Buckinghamshire County Council.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making exceptional progress in their learning and development as a result of the childminder's extensive knowledge and understanding of how children learn and develop. There are good systems in place to ensure partnerships with parents, carers and others are fully promoted. This ensures the needs of all the children are successfully identified and met. In the main, there are effective systems in place for self-evaluation.

What steps need to be taken to improve provision further?

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

- strengthen the systems for reflective practice to ensure outcomes for children are sustained and improved.

The effectiveness of leadership and management of the early years provision

The childminder is secure in her knowledge and understanding of safeguarding issues. She is aware of the procedures to follow should she have concerns about the children in her care, and the possible signs and symptoms that may be displayed if children are being harmed. The childminder maintains children's safety as she ensures that children are not left alone with unvetted individuals. In addition, there are effective risk assessments in place which identify potential hazards to the children both indoors and outdoors and the childminder is proactive in ensuring possible risks to the children are minimised. For example, hazardous materials have been placed out of children's reach and safety gates prevent younger children accessing the kitchen and stairs.

The childminder is well organised and has many written policies and procedures in place to ensure the safe and efficient management of her setting. In addition, she has all the legally required records and documents in place. Children have access to an extensive range of very good quality furniture, toys and equipment which are well maintained. The environment is very well organised so that children can make choices in their play. For example, resources are easily accessible as they are stored at low-level which promotes children's independence skills. In addition, children have access to a selection of resources that develop their understanding of diversity. For example, musical instruments, books and play people.

The childminder continues to work on her systems for self-evaluation, which are emerging and developing. She has identified areas in her practice which will improve outcomes for children. For example, she has reviewed her methods for observing and assessing the children's learning. As a result, she is able to closely monitor children's development. The childminder has effectively addressed previous recommendations which have resulted in improved outcomes for children. She continues to attend training in order to ensure she remains informed of relevant issues. For example, she has completed training on the Common Assessment Framework and promoting positive behaviour. She has also sought the views of parents via questionnaires, and comments from them have been positive.

The childminder has established positive relationships with parents and carers, this ensures that individual children are supported and their achievements and well-being promoted. Parents are encouraged to share information about their child through the use of the child record form. This holds information about the children's health, dietary requirements, cultural and religious observations and languages spoken. As a result, the childminder is fully aware of the children's backgrounds and needs. She ensures that parents are kept informed about their children's progress and achievements as she talks to them on a daily basis and informs them that they can access their child's learning journal as they wish. Links with the local nursery school are well developed and the childminder demonstrates a clear understanding of the importance of information sharing. For example, she has obtained planning documents from the nursery and incorporates their themes into her planning. Subsequently, the children's learning and development is effectively complemented whilst they are in her care.

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

There are effective systems in place to identify children's starting points and planning, observation and assessment are very successful. Therefore, children are making excellent progress in their learning and development and their individual needs are well met. Thorough systems are in place to monitor children's learning and development and the childminder ensures observations and individual learning plans identify the progress that children are making. This demonstrates the childminder's extensive knowledge of the Early Years Foundation Stage and understanding of how children learn and develop.

The childminder has formed positive relationships with the children she cares for. As a result children feel secure and confident to explore their environment. For example, children show increasing independence skills as they select and carry out activities based on their own choices and interests. The children have access to a very good balance of adult-led and child initiated activities. They are provided with experiences and opportunities that are challenging but achievable. Children's learning is very well extended; they show great enthusiasm for learning and are eager to take part in activities. For example, children take great pleasure in painting the model snails, butterflies and dragonflies.

The children's communication and literacy skills are successfully supported as the childminder provides the children with time and relaxed opportunities to develop spoken language through sustained conversations. For example, discussions take place about insects and bugs and this is then extended as the childminder has reference books in place to support their learning. Furthermore, the childminder poses many open-ended questions to make children think for themselves, particularly whilst they are involved in activities. The children's problem solving and numeracy skills are developing well as the childminder supports and encourage the children in this area. Many of the children are able to accurately identify similarities and differences in shapes and children enjoy counting and experimenting with numbers. For example, they enthusiastically count the number of models that they have painted and they enjoy adding and subtracting using everyday objects. Children have many opportunities to hear mathematical language as it is routinely used throughout the course of the day by the childminder. The children are developing their understanding of technology as they have access to programmable toys within their environment.

The children are developing self-confidence and esteem as they make valuable contributions and express their own views and thoughts. For example, the children recall events in their lives and talk about their experiences at nursery. The children are encouraged to use their manners and to be respectful of one another and their resources. The children show a very good awareness of themselves and their backgrounds. For example, children talk about the countries that they and their parents were born in. In addition, the children are helped to develop an understanding of their peers and others cultures as the childminder acknowledges a range of festivals such as, Christmas, Chinese New Year, Diwali and St. Patricks Day. This helps the children to feel valued and included.

Children are learning the importance of how to keep themselves safe. For example, fire drills are routinely conducted which ensures that children know what to do in the event of a fire. Discussions take place with the children about how they can stay safe such as, when using the scissors and also ensuring that they put toys away before taking out more so that they don't trip or fall over. Children are offered healthy meals and snacks that take account of any dietary requirements or allergies they may have. They are offered fresh home cooked foods such as, spaghetti bolognese, sandwiches with a selection of fillings and fresh fruit and vegetables. They learn about the importance of making healthy choices as the childminder talks to them about foods that are good for them. In addition, the children are encouraged to adopt healthy habits such as, washing their hands

before meal times and covering their mouths when sneezing. They are provided with regular opportunities to develop their physical skills as they visit parks or go for walks.

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	1
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	1

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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

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