

Inspection report for early years provision

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Inspection date	04/04/2011
Inspector	Sonjia Nicholson
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 1991. She lives with her husband and grown-up child in a house in the market town of Princes Risborough in Buckinghamshire. It is within walking distance of local shops, pre-schools and the library. Children have use of all rooms on the ground floor with facilities for a child to take a day time nap or go to the toilet situated on the first floor. There is a fully enclosed garden for outside play. The family have a pet dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years, three of whom may be in the early years age range at any one time. There are currently four children on roll who are all in the early years age range. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in this homely environment. They feel part of the childminder's family and relish the care and attention offered. The childminder knows the children very well and her vast childminding experience and confident approach means she is able to meet their individual needs well. The childminder has a relaxed attitude to continuous improvement and does not have specific plans for future development, preferring to concentrate on continuing to engage with parents to ensure they are happy with the service.

What steps need to be taken to improve provision further?

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

- keep a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. 02/05/2011

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

- carry out regular evacuation drills and record the details in a fire log book
- carry out a full risk assessment for each outing undertaken and review the details before embarking on each specific outing.

The effectiveness of leadership and management of the early years provision

The childminder understands her role and responsibility to safeguard children. She has completed a training course on-line to add to her knowledge and has a good understanding of the procedures to follow if she has concerns about a child. All adults in the home have undertaken Criminal Record Board checks and the childminder is vigilant in her supervision of children at all times, but especially when taking them out and about. They visit a number of places locally and although the childminder thinks carefully about the hazards involved in such outings, she does record details so they can be reviewed on a regular basis. The home environment is safe with measures in place to keep children safe, such as, a stair gate to prevent access to the first floor but again these are not recorded which is a statutory legal requirement. As a precaution, fire safety equipment including smoke alarms are fitted on both levels of the home and a fire blanket are available in the kitchen. The childminder is able to describe how she would evacuate the children in the event of a fire and although she has discussed this with some of them she has not practised the drill so they know how to leave quickly and safely.

Children make choices about what they want to do from the selection of toys set out by the childminder each day; many are linked to the theme which is currently 'Animals', for example, they play with an ark and selection of animals. Children develop an understanding of the world around them as they celebrate festivals, such as, Christmas and Easter and visit a halal food shop where they explore the exotic range of fruit and vegetables. Children's differing family backgrounds are known by the childminder and by spending quality time with them she knows each child very well. The childminder has systems in place to ensure partnerships with other providers and outside agencies are established although none of the current children attend other settings or receive extra support.

The childminder has completed a self-evaluation form which identifies her many strengths; she is keen to continue to maintain the strong relationships with parents and ensure they are listened to so their children receive appropriate care. The childminder prefers to concentrate her efforts on the children and has a few plans in place for future development, for example, she is keen to introduce a scrapbook for each child in which she will add photographs, observations and comments; these will be shared with parents and provide feedback about the progress made. Currently the childminder communicates children's care and achievements verbally on collection and parents are happy with this method. Parents fully appreciate the care she provides and have nothing but praise for the childminder. They particularly value her flexibility, professionalism and experience. They feel she creates a relaxed, fun environment in which children make good progress. All parents are happy to leave their child in her care and would highly recommend her to others. They recognise the benefits their children gain from being in the company of the childminder's dog; they feel they learn how to respect animals and treat them kindly. The childminder shares her portfolio containing a wealth of information about her service, including a range of written policies, the majority of

which contain the necessary detail.

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

Children cherish the care and attention given by the childminder; they enjoy lots of cuddles and kisses which makes them feel safe and secure. They are familiar with the daily routine, for example, they go to the door when she tells them it is time to wash their hands before snack and one child lays down on the changing mat in preparation for a nappy change. Children enjoy the childminder's involvement in their play; she has a relaxed approach and clearly enjoys spending time with them, as a result, the children are happy, confident and laugh a lot. Children develop their physical skills as they use the childminder's garden; they gain exercise in the fresh air as they walk into town and visit the play park where they explore large equipment designed to encourage them to climb and balance. Children take part in other outings in the local area to extend their learning, for example, they go to the library and choose books and visit toddler groups where they develop their social skills by meeting other adults and playing with other children. Outings are sometimes linked to the theme so children visit a local stable to see the horses and a children's farm to pet the small animals. They increase their communication, language and literacy skills as they listen to stories read by the childminder and sing traditional nursery rhymes. The childminder chats frequently to the children asking questions and commenting about what is going on; they are beginning to chat freely in response to her.

Children sit together on the lounge carpet and enjoy their healthy snack of melon and banana. At lunchtime they socialise at the table where they have a nutritious cold lunch prepared by the childminder or food sent from home which the childminder presents nicely for them in a bowl. Children are learning good table manners especially when to say 'please' and 'thank you'. Children behave well; the childminder offers plenty of praise and encouragement which boosts their self-esteem and makes them feel valued. Children are developing skills for the future as they help the childminder put waste paper into the recycling bag after she sorts the post that has just arrived. The childminder uses the observations she makes as the children play to identify their individual needs and plan for their next steps in learning, for example, she knows that one child is really keen on counting so provides lots of opportunities to do so, for example, they count the animals from the ark. The childminder adapts activities according to children's stage of development, for example, she sets up a colouring activity with chunky crayons for one child and medium sized crayons for another. Children learn to solve problems by completing age-appropriate jigsaw puzzles; they work cooperatively together to find the pieces and develop their hand and eye co-ordination as they fit them into the board. Children watch children's television programmes for a short period as they are tired. They snuggle up with the childminder on the sofa and have a rest before she spontaneously recreates what they have seen on the television. She gives each child a torch which they use to make patterns on the ceiling with; they gain some basic Information, Communication and Technology skills as they switch

the torches on and off.

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	3

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	3
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	3
The effectiveness of partnerships	3
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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