

Inspection report for early years provision

Unique reference number	107957
Inspection date	31/05/2011
Inspector	Margaret Moffat

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 registered in 1995. She lives with her husband and two adult children, in Beaconsfield, Buckinghamshire. The whole of the ground floor and the bedrooms on the first floor are used for childminding. The second floor is not available for childminding. There is a fully enclosed rear garden available for outside play. The childminder walks to local schools to take and collect children. She attends local parent and toddler groups, the library and the park.

The childminder may care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group and three school aged children all on a part-time basis. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled with the childminder and enjoy spending their time with her. Most toys and resources are easily accessible. Children become engaged in their learning and the childminder ensures they make good progress as she fully supports them. The childminder makes good links with the parents and generally involves them in their children's learning and development. The childminder is aware of her strengths and areas of improvement and has taken effective steps to improve these.

What steps need to be taken to improve provision further?

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

- share children's learning and development records with parents and encourage them to contribute to these
- review the storage of resources to ensure that they are accessible to the children so they can learn independently.

The effectiveness of leadership and management of the early years provision

The childminder has a range of policies and procedures which she shares with parents and this helps to ensure the safety and welfare of the children in her care. She has a good understanding of child protection issues and has recently attended a training course which ensures her knowledge is up to date in these matters. Children play in a safe environment where the childminder has undertaken risk assessments which include those for outings undertaken. These are reviewed on a

regular basis to ensure all areas remain safe. Children move around comfortably in their environment and have access to a range of resources to support their learning. These are readily accessible; however, some boxes are over full making it difficult for young children to select particular toys that interest them.

The childminder develops good relationships with parents and gathers appropriate information with regard to all children's needs and requirements. She keeps them informed about their children's routines and activities through verbal feedback and daily diaries. However, the childminder has not yet shared children's learning journals with parents to keep them fully updated on their children's progress. The childminder has begun to develop links with other early years provisions the children attend with regard to their care, learning and development.

The childminder is beginning to reflect on her practice. She addressed all the recommendations raised at the last inspection and, consequently, outcomes for children have improved with regard to documentation and promoting equality and diversity within her setting. She shows a commitment to her professional development by attending courses such as food hygiene, understanding the Early Years Foundation Stage and updating her first aid certificate. This shows her capacity for continuous improvement. Parents' views are sought through the use of questionnaires. They are happy with the service provided and particularly like how reliable and flexible the childminder is and the range of activities their children are involved in both in and outside the home.

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

The childminder ensures children take part in a wide range of activities that cover the six areas of learning. Each child has their own file where the childminder records her observations and uses these to identify the areas of learning covered and next steps for the children. She includes photographs linked to the observations and samples of children's work which shows what the children have been doing. The childminder spends her time actively involved in children's play and supporting their learning and good relationships are evident. As they play with the foot prints board children are encouraged to count how many steps they are taking. Young child smile with delight as they step on the different colours of footprints and each one makes a different sound. Older children act out their own scenarios as they pretend to do the ironing and allow the younger children to join in by putting the clothes on the ironing board. The childminder uses this opportunity to develop children's awareness of their own safety as they talk about the iron being hot and not holding onto clothes when adults are doing the ironing. Children behave well and benefit from the praise and encouragement they receive from the childminder.

Children enjoy playing with the farm and the animals. The childminder encourages the children to talk about the animals, the noises they make and their colours. This helps develop their language and communication skills. The childminder asks open ended questions to help children think. For example, asking the children how they

will get the farmer to reach the top of the house, children see a ladder and put this in place and make the farmer and other people walk up and down this into the house. The childminder praises the children for their efforts, boosting their confidence and self-esteem. Younger children copy what the older children are doing. For example, as an older child takes the dolly for a walk in the buggy, a younger child puts footballs in the buggy and follows the child around. Children's creativity is developing well as they have opportunities to be involved with art and craft activities. They show good scissor control as they cut round the pictures they have coloured in and enjoy drawing and sticking as they make their own creations. Children have opportunities to learn about the wider world through celebrating other people's cultures and traditions and having access to a range of resources which promote positive images such as books, dolls and musical instruments.

Each day children go out to various activities and they walk everywhere. They learn about the world around them and they also have opportunities to exercise and have access to fresh air. The childminder also takes children to the local park and they can play in the garden where they have access to a range of activities and resources to promote their physical skills. This helps children learn about healthy lifestyles. Children learn from an early age about the importance of good hygiene routines and the childminder provides individual towels for the children to prevent the risk of cross infection. Visual displays are used in the toilet to remind children to do this. The childminder provides snacks of fruit and breadsticks for the children, and drinks are readily available. Young children are held while being bottle fed and the childminder adheres to parents' wishes with regard to their routines. Children are developing useful skills for the future as they have access to electronic toys and resources where they can push and pull and find out how things work. The childminder involves the children in recycling and children inform visitors of the different coloured bins they put the recycling in. This helps develop children's awareness of looking after the environment.

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	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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