

Inspection report for early years provision

Unique reference number	107828
Inspection date	06/06/2011
Inspector	Tracy Bartholomew
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1990. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and two grown up children in Amersham. The whole of the home is used for childminding although practice remains mostly on the ground floor. There is a fully enclosed garden available for outside play.

The childminder may care for a maximum of six children at any one time. She is currently minding two children under five and four children over five on a part time basis. The childminder also cares for a number of children over eight. The childminder makes use of local facilities such as parks, the library and toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and are making encouraging progress throughout their learning and development whilst in the care of this childminder. There are secure policies and procedures in place, which supports the effectiveness of working in partnership with parents. The childminder consistently reflects on her practice and has a secure self-evaluation which highlights areas for future development well. Overall there are good quality strengths in the leadership and management, which successfully maintains a positive commitment to maintaining continuous improvement

What steps need to be taken to improve provision further?

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

- re-evaluate the storage of resources to ensure that children can easily see the selection available
- establish systems to ensure all documentation is up to date for the efficient management of the setting

The effectiveness of leadership and management of the early years provision

The childminder has good procedures in place for safeguarding. She protects children from persons who are not vetted and maintains their safety both inside and out. She conducts thorough safety reviews of her premises and of all outings undertaken, she ensures that these reviews are robust, regularly reviewed and are carefully managed, to minimise any potential harm to the children. Well organised procedures are in place for identifying any child at risk and the childminder has a

precise understanding of the routes of referral in the event of a concern. The environment in which the children are cared for is welcoming and warm, the childminder ensures that parents have access to her policies and procedures and that required documentation is in place to support children's health and wellbeing.

The childminder has good systems in place to promote diversity. She uses her knowledge well to inform planning and to ensure that all children are included and valued. She has a positive attitude to including and meeting all the children's needs, beliefs and faiths, through activities, celebrations and discussions. Resources are plentiful and the childminder is making strong emphasises to sustainability. However, resources are not easily accessible to all children to develop their independence and freedom of choice.

The childminder has a system of self-evaluation and has identified areas for development. She recognises the need to further review and update some policies and procedures and plans to adapt some documents to show an exact picture of her setting. Since her last inspection the childminder has updated her knowledge successfully to enable her to be more proactive within her role, for example she has extended her knowledge in food hygiene, which as a result has enabled her to further promote the children's knowledge and understanding of how to maintain a healthy lifestyle.

The childminder regularly seeks the views of the children's parents to enhance her practice. She uses questionnaires, in addition to discussion, to obtain parental views. These are then used effectively to further develop her childminding service. Good methods are in place to aid the working partnership with other settings children attend, such as preschools and schools, which in turn promotes consistency of care.

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

Children are welcomed and feel part of this childminder home, due to the organisation and creative environment that she provides. They feel secure as they place their personal belongings on their individual pegs and confidently access these, when they are ready for time out with their personal programmable toys. The childminder is friendly, loving and attentive to all the children needs, which as a result provides a happy learning environment for all the children.

The childminder is competent within her role, which as a result aids the children's development and stimulates their learning very well through worthwhile and exciting activities. All children receive good one-to-one support, attention and emotional support, she praises the children consistently which as result means behave is good overall. Children are confident to read each their stories they have created and stories from the bookshelves, this supports the children's creativeness, imagination and development of communication, language and literacy exceptionally well.

Children respond well to the activities on offer. They become excited when their peers play dressing up and when they are putting on shows to the childminder through use of the puppet theatre screen. Children have a wide range of opportunities to make and do creative work; they enjoy making cards for their peers to celebrate special events and confidently create their own woodland gardens from natural artefacts they have collected from their woodland walk. Children have daily opportunities to play outdoors in the safe and enclosed garden, they regularly visit the local parks to promote their gross motor skills and enjoy feeding the wildlife as they walk back from school. This supports their physical development well whilst encouraging them to be active on a regular basis.

The childminder is committed to healthy eating as she supplies nutritious lunches and drinks which children enjoy according to their individual routines. The children benefit greatly from the childminder's good knowledge of their individual levels of development. She has established good systems of observation and assessment and supports records of observation with photographic evidence. She clearly has a good understanding of the early year's foundation stage and six areas of learning, linking these accurately to the children next steps from what they have achieved.

Children's cultures, beliefs and religions are respected and children are starting to become aware of some differences and similarities of others, through use of planned activities such as Chinese New year and other cultural celebrations. The childminder has a good selection of resources, such as books and dolls that promote positive images of diversity; this coupled with regular outings in the local community, help develop children's sense of belonging and understanding 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	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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