

Inspection report for early years provision

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Inspection date	28/06/2011
Inspector	Julie Biddle
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 1993. She lives with her husband and their three adult children in High Wycombe. Children have access to a self-contained play room and a kitchen diner.

There are toilet facilities available within this area. There is a fully enclosed garden available for outdoor play.

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 a maximum of six children at any one time. She is currently caring for three children in the Early Years age group. She also cares for older children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in this child centred environment where each child's uniqueness is recognised. As a result children feel valued and included. Children make good progress in response to the childminder's enthusiasm for learning and the gentle way she supports them. Children have access to a range of play resources that are safe and challenging. Overall the system of assessment and planning meets the children's needs. The childminder effectively evaluates the service she offers. This has a positive outcome on children's welfare and development and provides continuous improvement in the service she offers.

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 of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident
- 14/07/2011

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

- improve the process of observations to ensure they feed into the next steps and plans for children
- update the record of risk assessment to include any assessments of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

Children are protected and safe in the care of the childminder as required checks to determine suitability have been completed. The childminder's clear understanding of safeguarding issues and the procedure to follow if concerns arise, further protects children's welfare. A written safeguarding policy, which parents are made aware of ensures they are clear about the childminder's responsibility to protect the children in her care. The childminder carries out regular risk assessments in all areas of her home and records her findings; however, the risk assessment is not complete. The childminder routinely discusses safety with the children, reminding them for example, how to cross the road safely. Children enjoyed a creative activity linked to road safety to re-enforce the colours of traffic lights. In addition children wear wrist bands with a central contact number on should they get lost. The childminder has completed risk assessments for outings; however, the information recorded is not for individual outings. All required documentation is in place and policies and procedures are implemented effectively to support the safety and welfare of all children.

Children have easy access to an exciting variety of toys and learning resources, which capture their interest and motivate them to learn. The childminder organises the environment to allow children to explore freely, thereby assisting them to become independent learners.

The childminder works closely with parents to provide continuity of care and security for the children. This aids the childminder in building up successful relationships with the children and their families to ensure she meets their individual needs. The parents are invited to complete questionnaires about the service provided, are given the policies and procedures, and are made aware of what their children achieve during each day. Parents are unanimous in their positive comments and indicate that they are very pleased with the service they receive. The childminder has a positive attitude to developing links with other settings who deliver the Early Years Foundation Stage.

The childminder continues to recognise areas for her own professional development. These include keeping up to date with training. She demonstrates a good aptitude to improve her practice and as a result brings about better outcomes for children. For example, she attends training, and exchanges ideas with other childminders.

The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundations Stage. The childminder makes observations of the children. The flexible plans include a balance of adult-directed and child-led activities and the childminder responds to the interests of children. However, the recorded next steps do not always feed in to the planning systems. The childminder provides an inclusive learning environment where children are treated with respect and kindness. She ensures the learning environment is available and accessible to all children, meaning they all have an

equal chance to learn and develop.

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

Children are busy, settled and content in the care of the childminder. They are provided with experiences and activities that stimulate and motivate them to learn. The childminder has developed an environment where the children feel confident and secure. Attractive examples of their creative work are displayed, and children are very proud as they talk about the pictures displayed in the kitchen. This in turn adds to their feelings of confidence in themselves and pride in their completed work. The childminder knows the children well and has a good understanding of their likes, dislikes and capabilities. Interaction between the childminder and the children is of a good level, the childminder poses questions that encourage children to think for themselves. Further supporting children's understanding of language and communication skills, she asks the children for example, what they need to do before they go into the garden, children answer confidently they need their shoes. Children have access to a range of resources and toys that are suitable for their age and stage of development. They have fun as they play with buggies, dolls and run around the garden. Children laugh as select soft toys to listen to a story.

Children are provided with a good range of play opportunities and also confidently initiate their own free play. The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage framework. She plans a range of interesting activities and experiences for children which support them to make good progress across different areas of learning. Children are made to feel very welcome and settle quickly; they respond with delight and enthusiasm to activities and events. The childminder gives priority to making sure the children feel safe and cared for in the friendly and secure environment. Children are able to make choices about their play and exploration. The childminder effectively supports children's learning as she sits close to them and follows their interest and challenges them within their play.

Children enjoy good opportunities to develop their physical skills; they have regular opportunities for fresh air and exercise as they walk in the local community and park. They have a super time as they use logs, twigs and branches to build dens in the park. They enjoy many interesting outings to a local farm where they feed the animals. Children are given good opportunities to socialise as they visit the childminder and toddler groups. Children use their skills of imagination as they create masks and decorate biscuits. Children are provided with varied opportunities to learn about the local and wider world. They for example, enjoy creative work such as making flags for a special wedding. Children have access to a range of resources that reflect diversity and different lifestyles. This contributes effectively to children's learning and play experiences.

The childminder ensures the children enjoy healthy snacks that include plenty of fresh fruit; they are encouraged to make healthy choices about what they eat. Children access drinks as they wish, meaning they do not become thirsty as they

play. Children are learning how to keep themselves safe; they know how to cross the road safely and how take care as they play in the garden.

Children are safe and demonstrate a sense of belonging. They look very comfortable with their friends as they play, they have particular fun as they play hide and seek. They cover their eyes and count 1,2,3 and then rush to find their friends. With gentle reminder's the children are learning how to take turns, and to show kindness to each other. Children respond eagerly to consistent praise and encouragement and enjoy reassurance from the childminder.

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	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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