

## Inspection report for early years provision

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<b>Unique reference number</b>	107940
<b>Inspection date</b>	28/06/2011
<b>Inspector</b>	Mandy Gannon
<b>Type of setting</b>	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 has been a registered since 1994. She lives with her husband and three children aged 20, 19 and 15 years old. They live in a house on a main road in Iver Heath in Buckinghamshire. The area is well served, with shops, schools and parks all within walking distance. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time; of these, not more than three may be in the early years age group. She currently has six children on roll, of whom three are in the early years age group. The setting supports children with special educational needs and/or disabilities. The childminder attends the local parent and toddler group. The family have two dogs, one cat, and fish in the garden pond. The childminder 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 are happy, settled and at ease in a homely environment. Children are interested and involved in activities and confidently make decisions and choices. The childminder is a calm, consistent role model who supports children effectively in order to promote best possible outcomes. Positive relationships are formed between parents, carers and others, who are actively encouraged to be involved in working together to meet each child's individual needs. However, some requirements are not fully met and all documentation is not effectively maintained.

## What steps need to be taken to improve provision further?

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

- maintain a record of risk assessments and review at least once a year or more frequently where the need arises, recording when and by whom it was checked (Suitable premises, environment and equipment)(Early Years Register, also applies to both parts of the Childcare Register) 12/07/2011

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

- further develop awareness of responsibilities under food hygiene legislation including registration with the relevant Local Authority Environmental Health

Department.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is safeguarded, as the childminder understands her responsibility with regard to child protection. Accident, medication and incident records are maintained, and concise policies and procedures are in place which include local contact details, all of which are shared with parents. Children's safety is promoted as hazards throughout the property have been minimised and daily checks of the premises are carried out. Regular evacuations of the premises are carried out and a fire log is maintained recording the names of the children present and any problems encountered and how they were resolved. However, the childminder is in breach of requirements, as, although she has a record of risk assessments which covers all areas, it has not been completed within the last year, and a record of when it was carried out, by whom and a date of review is not in place.

Equality and diversity is successfully promoted in a setting where each individual is valued and included. Children move freely throughout the property and make choices from a broad range of suitable toys and activities. The childminder skilfully adapts and differentiates activities in order to meet individual needs, which she knows very well, following their interests. She effectively supports children in order to narrow achievement gaps, as she supports children with special educational needs and/or disabilities, working closely with parents and other agencies. The childminder has an accurate view of her provision and has a good understanding of the Early Years Foundation Stage. In order to drive further improvement she has taken steps to continue to develop her knowledge and update her skills, as she has enrolled on further training to embed her understanding of the Early Years Foundation Stage and how to make effective use of observations and assessments. Children benefit from a commitment to sustainability as they walk to and from school and pre-school and they excitedly talk about putting on their boots if it is still raining when they go up to school.

Children benefit from strong partnerships with parents who play an active role in the setting. Effective communication channels, through daily diaries, learning journals and daily discussions, promote collaborative partnerships where parents are respected, valued and encouraged to contribute in order to successfully meet the individual needs of their child. The childminder seeks input from parents in order to improve her practice through discussions and parental questionnaires and parents are extremely positive about the standard of care their child receives at the setting and how well they have progressed. Partnerships with the local pre-school and school are well developed promoting a collaborative approach in successfully meeting the needs of the child.

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

Children are involved and interested in a broad range of activities as they excitedly make choices; they decide they wish to play outside and confidently put on their shoes to go out. Children take out the buggies and dolls and enthusiastically play together, they take it in turns to let their dolls have a go down the slide and work well together as the childminder suggests one of them could catch the doll. Children show an interest in the world around them as it begins to rain, they sit and watch the rain, they talk to the childminder and others about what they can hear as the birds sing and the rain patters on the roof. It begins to rain more heavily and children watch from inside as it splashes on the outside area, and discuss that they can now hear the thunder and have seen the lightning. Children choose to have the train track out and excitedly start to build the track together, working alongside their friends and skilfully putting it together, asking for support from the childminder when required. Children are developing their skills for the future; they have opportunities for problem solving as they complete puzzles or assemble the train track, identifying shapes and number through play. For example, they identify different shaped track pieces and line up and count the lorries. Children are inquisitive learners; younger children post objects and watch them reappear through another hole, or press buttons on electronic toys and repeat the action, developing their knowledge of cause and effect. Children progress very well in communication, language and literacy as the childminder communicates with them effectively; she gets down to the child's level, gives them eye contact, listens to them and asks open ended questions. Furthermore, she successfully works with outside agencies in order to support children's language development.

Children benefit from the promotion of a healthy lifestyle. Robust health and hygiene procedures are followed as children are aware to wash their hands before food and after toileting; towels are regularly changed in order to minimise cross infection, and effective nappy changing procedures are followed. Children freely access water to drink and are reminded to drink frequently in order to remain hydrated. Healthy, nutritious balanced snacks are provided and children bring in packed lunches from home, which are appropriately stored. However, the childminder does re-heat food which children have bought from home and has not notified the local environmental health department. Children benefit from and develop their understanding of fresh air and exercise, contributing to a healthy lifestyle as they free flow into the garden, walk to and from school and pre-school on a daily basis, and regularly take the dog for walks and visit local parks. Children have a very good understanding of safety as they are effectively supported by the childminder, who reminds them how to keep themselves safe. Children feel safe as they confidently approach adults; they cuddle up to the childminder as they begin to feel tired, or to seek reassurance.

Children are very well behaved, they are polite and courteous which is actively promoted by the childminder. Children have regular opportunities to socialise in the local community as they go to local toddler group, sure start centre, and meet with other children through the local childminding group. Children co-operate well

with one another as they share, take turns and show respect and care for one another. All children are valued and play an active role in the setting; they develop an understanding of responsibility as they help to tidy up some toys to make more space to get the train track out.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Documentation)(compulsory part of the Childcare Register) 12/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Documentation) (voluntary part of the Childcare Register) 12/07/2011