

## Inspection report for early years provision

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| <b>Unique reference number</b> | 107871       |
| <b>Inspection date</b>         | 29/06/2011   |
| <b>Inspector</b>               | Julie Biddle |
| <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.

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## Description of the childminding

The childminder was registered in 1994. She lives with her husband and their two adult children in Chalfont St. Peter, Buckinghamshire. The ground floor and the main bedroom of the home are used for childminding. There is a fully enclosed garden available for outside 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 under eight years; of these, no more than three may be in the early years age group at any one time. She is currently caring for three children in the Early Years age group. She also provides before and after school care for older children.

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's individuality is recognised by the childminder who has a good knowledge of their individual needs and requirements. The childminder offers age-appropriate resources and activities suitable to each child's age and stage of development. As a result children are suitably challenged and make good progress in their learning and development. Secure relationships with parents ensure a combined approach for children's individual well-being and learning. Most of the required documentation for the safe management of the provision is in place. The childminder effectively evaluates the service she offers, and this has a positive outcome on children's development and provides continuous improvement to 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 assessments, including those for all outings, so they include information on who conducted it, date of review and any action taken following a review or incident. 15/07/2011

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 other plans for children's learning

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

The childminder has a secure understanding of safeguarding issues and is aware of the procedures to follow if she has any concerns about the welfare of a child in her care. She has completed records of risk assessments for her home. However, some of the required details are not recorded. This is a breach in the Early Years regulations. The childminder obtains all required parental permissions. She shares all her policies and procedures with parents at the outset to ensure they are well informed about her roles and responsibilities towards their children. Children are kept safe on outings; the childminder emphasises road and car safety with the children. However, the record of risk assessment does not include any for outings. This is a breach of the Early Years regulations.

The childminder has a designated play room for the children and has arranged the toys and resources at the children's level. This enables children to independently access them and make informed choices about their play. The childminder has good systems in place to self-evaluate her work and has identified some areas for future development. She has, for example, recognised that she would like to develop partnerships with others who deliver the Early Years Foundations Stage to benefit the children in her care. To further enhance her knowledge of childcare and related issues, she has accessed childcare publications which inform the continuous improvement of her work.

The childminder has good relationships with the parents. Parents are informed about their children's learning and development every day and they have access to observations and photographs of their children at play. This ensures they feel part of their child's day and their learning experiences. The childminder works hard to ensure these relationships are maintained to benefit all the children. In addition the childminder has a positive attitude to working partnerships with others who care for the children

The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She continually talks to children about what they are doing and makes all experiences a learning opportunity. The childminder keeps detailed written observations of the children but the details are limited regarding the child's next steps. The childminder plans a good balance of adult directed and child-led activities and she responds to the interests of children.

The children benefit from a fully inclusive environment because the childminder actively promotes equality of opportunity by ensuring that all children and their families are valued, respected and treated with kindness. There is a range of toys and resources which help to promote children's understanding of the diversity of people within our society. Furthermore, diversity is valued through recognising special cultural events and festivals in the community and any that are special for the children attending.

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

The childminder demonstrates a good knowledge of the children's individual interests and she provides resources and activities to extend these interests. The childminder has a good understanding of children's learning and development. The systems she uses to plan for children's individual needs through observing and assessing children are established. The childminder is keen to develop these systems to ensure she plans for the next steps and provides learning challenges for each child.

Children are developing skills for the future, including good communication skills. They talk and sing enthusiastically as they play. They have opportunities to explore picture books. They develop their creative skills as they stick and draw pictures and children enjoy making cards and decorations for special occasions such as Christmas and Father's Day. Children have very good opportunities to develop physically; they climb on large play equipment such as the slide at the local park and they are learning skills such as peddling as they play on bikes in the childminder's garden. The childminder successfully supports children as they learn to keep themselves safe and they know she is always there to assist them as needed.

Children develop problem solving, numeracy and reasoning skills well by building structures with bricks. They count and recognise 'small and large' shapes. In addition, they piece together a range of puzzles. Children's personal, social and emotional development is developing well, as they say 'please' and 'thank you' appropriately. They learn good habits as they tidy away the toys. In addition, they have a good relationship with the childminder and each other as they play games and laugh together. Children develop their understanding of the world as they learn about caring for animals in the childminder's home.

The children develop an understanding of other cultures through access to a good range of resources that reflect positive images of the different sorts of people within the community. In addition children can access books that help them to understand differences and feelings. All children are encouraged to access all toys and resources regardless of their gender.

Children are learning about keeping safe, for example, when they go out within the community, they talk about how to cross the road safely. They participate in fire evacuations with the childminder and therefore develop a good understanding of how to manage their own safety. Children display a strong sense of belonging and security within the childminder's care. Children are learning good hygiene routines; they know when to wash their hands after outside play or a visit to the toilet. They have good opportunities for fresh air and exercise.

Children are content and settled in the childminder's care because their health, physical and dietary requirements are well met. Children play independently becoming active, curious and inquisitive learners. Children's behaviour is good. They learn from the childminder to be respectful and polite towards others. The

childminder shows all children equal respect and values them as individuals.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <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

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|------------------------------------------------------------------------------------------------------|---|
| <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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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <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**

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| 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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