

Inspection report for early years provision

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Inspection date	20/07/2011
Inspector	Marilyn Joy
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 has been registered since 2001. She lives with her husband and their two school age children in Chalfont St Peter. Their home is within walking distance of shops, schools, nursery and park. Children have access to the ground floor with a separate playroom and toilet facilities and a bedroom upstairs for sleeping. There is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered for a maximum of six children under eight years, of these, three may be in the early years age group. The childminder is currently caring for three children, two are in the early years age group and, of these, one is at school.

The childminder is a member of the National Childminding Association and meets regularly with other childminders. She is an accredited childminder who is registered to receive funding for the provision of free early education to children aged three and four years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a well-organised, efficient and nurturing environment where positive outcomes are promoted for children. Overall they make good progress in all aspects of their learning and development in the generally well-resourced environment offered. Strong partnerships with parents provide a secure foundation so children can feel valued and flourish. The childminder gets to know children well which enables her to successfully meet their individual needs. She is extremely committed to developing her professional knowledge and expertise, and maintaining good quality care and learning.

What steps need to be taken to improve provision further?

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

- review the arrangements for planning and assessment so that observations are linked to assessing children's next steps in order that progress can be tracked against the expectations of the early learning goals
- review the presentation of resources and play areas to develop further a learning environment that excites and challenges all ages and promotes children's independence.

The effectiveness of leadership and management of the early years provision

The childminder places a strong emphasis on children's safety and security. She conducts comprehensive risk assessments for the home and outings and ensures appropriate safety equipment is in place according to the capabilities of the children cared for. She helps children to understand about keeping themselves safe and is extremely vigilant in her supervision of them. She understands child protection issues and is aware of what to do if she needs to do if she has concerns about a child in her care. Documentation is well-organised and contains all the required information to ensure individual needs are responded to. Since the last inspection arrangements for administering medication have been improved; this contributes to safeguarding children's health. The childminder ensures she has written parental consent and clear details of all medication before it is administered.

Enthusiasm and high expectations help the childminder to achieve positive outcomes for children. She regularly reviews her practice and considers how she can make improvements. She keeps herself up-to-date and develops her skills through ongoing training and involvement with the childminder network. She is currently working towards an early years qualification and consults parents to ensure she is taking account of their views. Resources are chosen to ensure they engage children's interest and provide suitable challenge. They are stored in the playroom and are easy for the childminder to access, although it is not as easy for children to see what is available and develop their independence in selecting toys for themselves. An exciting range of equipment is available in the garden to promote physical skills. Children receive good support to develop positive attitudes to others and an awareness of the wider world through the range of experiences and resources offered.

Effective systems are in place to ensure parents are well-informed about the service provided and all aspects of children's care and progress. Copies of the childminder's policies and procedures are shared and time is spent making sure they are fully understood. The childminder gathers information about children's individual needs and agrees how their care is managed. Parents are confident with the care their children receive and comment on how happy their children are and the activities they enjoy, such as growing vegetables. Discussions with other settings help the childminder to promote continuity in children's care and support their learning through complimentary activities. Clear arrangements are in place for liaising with other agencies as well as parents should children require specific support to enable their individual requirements to be met.

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

Children make good progress in all aspects of their learning because of the effective support they receive. They are able to move freely between the garden

and the playroom as they enjoy a broad range of activities. The childminder records clear and measurable observations of what children can do and from these she identifies their next steps for learning. However, she does not have a clear system for tracking these next steps and incorporating them into future planning to assist her in promoting continued progression in all areas. Children demonstrate a strong sense of belonging in the happy and settled manner in which they play and respond to the childminder. Well-organised routines help them to understand what is expected and feel safe and secure. For example, young children enjoy cuddles with the childminder and quickly settle to sleep. Visits to local toddler and childminder groups help them to gain confidence in a new environment and learn to socialise with others. Frequent praise and encouragement boosts self-esteem and contributes towards children feeling valued.

All areas of learning are seamlessly interwoven into the activities offered and children learn through practical experiences. For example, when playing in the sand young children develop their hand-eye coordination as they learn to handle the spade and successfully fill a container before patting it on the top when it is turned upside down to make a sandcastle. Counting and colours are routinely incorporated into conversations as the childminder talks about what they are doing and introduces the vocabulary needed for children to express themselves. Attempts at speech are rewarded and reinforced as the childminder acknowledges children's growing awareness of the world around them. Children learn about keeping themselves safe during outings when they practice road safety and explore equipment at the park. Fire drills are routinely practised so that they know what to do in an emergency and the childminder can check they are able to evacuate the premises quickly and safely.

Children enjoy a healthy lifestyle with the childminder and receive good support to help them learn about appropriate hygiene routines, the importance of exercise and healthy eating. Young children are shown how to use soap and thoroughly wash their hands. Daily outdoor play means they have plenty of opportunities to develop their physical skills and enjoy the fresh air. Space is used well so that children can move around easily and safely. Posters, words and numbers decorate the playroom and help raise children's awareness that print carries meaning, although many are displayed too high for younger children to benefit from them. Organised storage in the playroom means toys are accessible, although they are not always presented in a manner to challenge or excite curiosity and independence. However, a planting area has been successfully created so that children can learn about growing cycles from planting seeds to harvesting their own vegetables. Overall, children thrive in the good quality and nurturing environment the childminder provides.

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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