

Inspection report for early years provision

Unique reference number	107923
Inspection date	27/07/2011
Inspector	Keriann Belcher

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 was registered in July 2000. She lives with her husband in the County of Buckinghamshire. The ground floor of the house is used for childminding and there is a fully enclosed garden for outside play. The childminder walks and drives to local schools. The childminder is registered to care for a maximum of six children at any one time, of these three may be in the early years age range. She is currently minding three children under five and two children over five after school and in the school holidays. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy in the care of this childminder as she treats all children with kindness and affection. The effective relationships between parents and the childminder help support their child's individual needs. Children are making good progress in their learning and development as a result of the childminder's enthusiasm for providing good childcare. Overall, resources are sufficient and promote children's development and learning. The childminder reflects on her practice to maintain the continuous improvement of the service she provides for the benefit of the children and their families.

What steps need to be taken to improve provision further?

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

- increase the range of resources in the outdoor area to challenge older children.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The childminder has a thorough knowledge of the procedures to follow should she have any child protection concerns about a child in her care. She implements a range of policies and procedures to ensure children are safe and cared for well. Such information is also shared with parents to ensure they are fully informed of the care their children receive. Children are safe and secure as the childminder carries out risk assessments of the premises and when on outings. This promotes children's welfare.

The childminder has a positive attitude towards continuous improvement as she reflects on her practice clearly and objectively. She is aware of her strengths and

areas for development. For example, she has developed systems for recording children's observations and achievements in order to support their learning and development. The childminder is keen to develop her own childminding practise through on-going training. Parents' and children's views are highly valued and these are readily sought through the use of a questionnaire and discussions. Furthermore, she has addressed the previous recommendations from her last inspection, improving outcomes for children.

The childminder organises her provision well. She provides a good balance between activities led by her or freely chosen by the children. A wide range of resources is easily accessible to children and support most areas of learning. However, outdoor equipment is more suitable for younger children and does not provide sufficient challenge for older children. Posters, activities and toys raise children's awareness of social diversity and promote positive attitudes. Planting activities help children learn about the importance of sustainability.

The childminder has established good working relationships with parents to ensure children's individual needs are met. She gathers appropriate information about each child and has effective systems in place for keeping parents well informed. For example, through use of a communication book and learning journal they are informed about what their child is doing and their emerging interests and development. Parents also have regular opportunities to discuss all aspects of their children's care and learning with the childminder. The childminder develops good links with other settings that the children attend, exchanging information to ensure continuity of children's learning and development.

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

A high priority is given to developing children's awareness of keeping themselves healthy. Children learn about key issues, such as eating healthily and good personal hygiene. The childminder helps children begin to understand the importance of sustainability as they plant runner beans and then have the pleasure of eating them for dinner. Healthy and nutritious meals are served that take account of the children's individual dietary needs. Pasta dishes, vegetables and fresh fruit are all included on the menu, which children enjoy and comment that the childminder 'makes the best pasta in the world'.

Children thoroughly enjoy walks to the nursery and freely access the childminder's garden, where they are able to exercise and develop their physical skills outside in the fresh air. They have a great time riding their bikes and kicking footballs. Generally the childminder has a good range of resources to promote children's development in all areas. However, she does not have sufficient outdoor resources to challenge older children's physical development.

Children are learning to keep themselves safe as they discuss road safety with the childminder or learn not to run in front of the swings at the park. The childminder clearly applies consistent boundaries so that children develop knowledge of what is

expected and display positive behaviour. She uses praise to develop children's confidence and self-esteem and rewards them with a sticker for wanted behaviour, such as eating well or behaving sensibly.

Children are making good progress towards the early learning goals in all areas of their development. Their achievements are celebrated and shared with parents through photographs and the child's learning journal. Children have good opportunities to learn about their community as they regularly visit local places, such as the farm or model village. They find out about the wider world through a range of activities. For example, they engage in different cultural festivals like the Chinese New Year when they make lanterns and cook food. Children are beginning to learn numeracy skills as the childminder encourages children to look at simple board books and count the number of boats or kites they can see. Children enjoy making up imaginary games with the toy kitchen and dressing up. They develop in each learning area as they have fun making cakes for fathers' day.

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

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