

Inspection report for early years provision

Unique reference number	116506
Inspection date	07/09/2011
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.

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Description of the childminding

The childminder was registered in 2000. She lives with her husband and two children, Holtspur, Beaconsfield in Buckinghamshire. Children have access to the ground floor of the home, a bathroom is accessed on this floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time. There are currently two in the early years age group on roll. The childminder also cares for older children. 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 make good progress in this safe and welcoming child centred environment. The childminder provides rich learning experiences to meet the needs of each child. She has effective partnerships with parents and other settings, to ensure consistency in children's welfare and learning. She has established an overall approach to using observation and assessment to plan for children's progress towards the early learning goals. All of the required documentation is in place to support her service, supporting children's safety. The childminder demonstrates a commitment to continuous improvement and reflects on her practice to identify areas for ongoing development.

What steps need to be taken to improve provision further?

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

- develop further systems for observations linking them to the six areas of learning and the next steps for each child.

The effectiveness of leadership and management of the early years provision

Children are safe and protected as the childminder has a good understanding of her responsibilities regarding safeguarding. She has attended safeguarding children training and a written policy is shared with parents so they are aware of her role in protecting their children and the actions she will follow should there be any concerns. The childminder is careful to ensure children are only collected by authorised persons and she has an overview of who has parental responsibility. The childminder places a strong emphasis on children's safety and in their protection. She assesses and covers risks in all aspects of her practice with the children. The comprehensive risk assessments are continually updated and cover

indoors, outdoors and any outings. There is a good range of policies and procedures for children's welfare, health and safety that the childminder follows; these are shared with parents. All the required documentation is in place and updating is ongoing. These further contribute to children's health, safety and well-being and the efficient running of the setting.

The childminder is ambitious and constantly reflects on her practice to identify priorities for development and to improve outcomes for children. To this end she has attended training to extend her knowledge and understanding of early years work. This in turn is reflected in the service she provides for children, ensuring they have fun and make good progress in their learning. She completes learning journals with observations and photographs. The photographs and observations are shared with parents meaning they feel fully included in their child's day and progress. The childminder is further developing these systems to make sure they are all linked to the areas of learning and include the children's next steps and challenges.

Children's independence is supported, the opportunities for the children to be involved in many different activities contributes towards a positive attitude to learning. The environment is welcoming; a good range of well-organised resources and age-appropriate equipment promotes interest and enjoyment for the children. The childminder promotes equality of opportunity. Children start to develop an understanding of diversity and different cultures.

There are very effective relationships between the parents and the childminder. They share information both verbally and in writing; this closeness of working positively impacts on the children's welfare, development and learning. Parents state how much their children enjoy attending the childminder's setting, and that they do many different activities to support their development and learning. When parents first attend they receive comprehensive and informative information about how the childminding service is organised; this ensures parents have a good overview of the provision. Partnerships with providers who deliver the Early Years Foundation Stage are well established and make a good contribution to the children's achievement and well-being.

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

The children are happy and settled in the childminder's welcoming home. They enjoy a good balance of child-initiated and adult-led activities which provide challenge and enjoyment. All children are making good progress across the six areas of learning. Systems for gathering key information from parents are effective in establishing what children know, their likes and dislikes, daily routines and things important to them at home. This information is used to help children settle and to plan for their individual needs and interests. The childminder provides a range of well-organised play activities which reflect individual children's interests and capabilities. As a result, children are eager and motivated to learn new skills.

Children are beginning to show an understanding of the importance of a healthy lifestyle. They for example engage in physical activities each day, both indoors and outdoors walking in the local community. The children have free flow access to the garden, where a covered areas means they can play outside in all weathers. Photographs show children having a wonderful time splashing in puddles as they enjoy walks at local places of interest. Children's good health and well-being is effectively promoted as the children learn good hygiene practices to prevent the spread of infection. The childminder demonstrates good understanding of healthy diets and good oral hygiene and has been awarded a 'Smile' award for her contribution in this field. The childminder supports children to be independent and develop their personal care skills, such as feeding themselves and putting on their own shoes. Children are secure in the routines followed by the childminder and develop their self-confidence as they express their views and make their feelings known to the childminder.

The childminder ensures activities are suitable for the ages of the children attending. She adapts her interactions to ensure they are all included and able to take part at their own level. Children enjoy painting, games creating faces and playing with the train set. Communication, language and literacy are very well supported, extending their vocabulary as they play, sing rhymes and listen to stories. Children are confident to make choices and have a very happy relationship with the childminder. Children are learning about mathematical concepts as they pour rice and discuss the size of funnels and bottles. They are learning simple calculation when singing familiar songs. Many creative activities are included in the daily routine, some are organised to support festivals and celebrations. She is responsive to the younger children's shorter attention span and provides them with many different activities to keep them interested and engaged. Children learn about the world through growing fruit and vegetables and watching their sun flowers grow.

The children's behaviour is good, the childminder uses clear and consistent strategies to help children learn to share and take account of the needs of others. She provides simple explanations to help them develop their understanding of the possible consequences of their actions as they play games and take part in activities together.

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