

Inspection report for early years provision

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Inspection date	20/09/2011
Inspector	Maxine Coulson
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 registered in 2011. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, aged seven years and one year. They live in a three bedroom detached house on a residential road in the village of Pitstone. There is a fully enclosed garden available for the children's outside play. Her home is within walking distance of local shops, parks, pre-school and school.

The childminder is registered to care for four children under the age of eight years, of these two may be in the early years age range. She currently has three children on roll, of these two are in the early years age range. Children attend for various days and sessions.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a happy, welcoming and inclusive environment, where all children are motivated and are generally well cared for. The systems for observation and assessment are beginning to develop well and the childminder has a good knowledge of how to support the children's learning and development in the Early Years Foundation Stage. The childminder is beginning to use her self-evaluation to examine how her practices impact upon the children. This means she is able to evaluate her practices and identify key areas to help maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to plan activities around children's particular interests and develop the use of observations to ensure children are fully progressing towards the early learning goals.
- take necessary steps to prevent the spread of infections by ensuring dirty baby wipes and dummies are not used or shared between children and provide sufficient equipment, such as, chairs for all children to sit safely and appropriately for all snacks and meals according to their age.

The effectiveness of leadership and management of the early years provision

Overall, children are safeguarded well, as the childminder understands her role and responsibilities whilst protecting children in her care. Effective vetting procedures

are in place to ensure that adults in the household are suitable to be in contact with the children. She is aware of procedures to follow, should she have concerns about a child in her care. The childminder holds a relevant first aid qualification and demonstrates a good understanding of safety issues. For example, she conducts effective risk assessments on her home, the garden and for outings. All required documentation, for example an accurate record of children's attendance, is kept fully up to date. The childminder has appropriate fire safety equipment throughout the house and has regular fire drills to help increase children's awareness of how to stay safe. She promotes equality and diversity suitably, treating children as individuals and finding out all she can about their needs before they start to attend. She deploys her resources well, so children of all ages can easily access them and ensures that toys are stored at appropriate levels; for example, small pieces of games and toys are kept out of reach of younger children and babies.

Children are cared for in a warm, child-friendly environment. All required policies and procedures are in place and followed to ensure children's welfare is effectively safeguarded and promoted. The childminder is caring and committed to providing a good quality service to children and their families. They work together and share plenty of information on a daily basis. There are good procedures in place to make links with other providers and use information to extend the learning and development of the children. She has started to use the self evaluation form and understands well, how her own practices impact upon the children. This positive approach to developing her knowledge and skills means she is actively seeking to improve outcomes for children.

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

Children are happy and settled in the childminder's care. They demonstrate a secure bond with the childminder, readily approaching her to join in their play or for a spontaneous cuddle. Children are keen to explore the toys and activities on offer and spend time engaged in self-chosen play, for example large building blocks, balls in a ball pool or navigating around a simple starter computer. The childminder responds well to the children, getting down to their level to enter into their play as they build up large cups and then watch as a ball is dropped into the top and makes it way all the way down to roll out at the bottom.

Children are cared for in an environment that is warm and welcoming. They have access to a good range of toys and equipment that are well organised at a low level to encourage them to choose those they wish to play with, which they do with confidence. Children are provided with a range of activities that promote their development appropriately in all areas of learning. The childminder conducts sensitive observations on children to record their achievements, although more individual planning of children's next steps of learning will further promote children's progress and development towards the early learning goals.

The environment is clean and of an appropriate temperature. Although the childminder cleans children's hands and faces appropriately, they can at times pick up wipes, dropped on the floor and already used to clean another child's face and chew on them and on occasions children use dummies other than their own; this means there is a risk of cross infection. However, generally children's good health and well being are promoted through the regular opportunities for them to develop their physical skills and be out in the fresh air through walks or playing with various toys and equipment in the garden. Children are developing their awareness of the local community as they have regular visits within the local environment to parks, shops, groups and library. Children are fully supported and included in all areas of play as the childminder makes sure no child is left out according to language, ability, needs and gender and the childminder promotes children's social skills in sharing and turn taking. She has clear and appropriate boundaries in place and this helps children learn right from wrong. Children receive lots of ongoing positive praise from the childminder for their achievements and for managing tasks independently; children are thriving in this positive and relaxing environment.

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	3
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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