

Inspection report for early years provision

Unique reference number	107691
Inspection date	10/10/2011
Inspector	Katie Dempster

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 1983. She lives with her husband in Chesham, Buckinghamshire. The childminder uses the whole of the ground floor for childminding and 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 and is currently minding six children under five all day and two children over five before and after school and school holidays. The childminder both drives and walks to local schools to take and collect children. She attends the local parent toddler group and takes children to the local park. The family has some fish as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, secure and cared for in a warm and welcoming family home. The childminder spends quality time with the children and is continuously mindful of their needs. She supports their learning and development effectively towards the Early Years Foundation Stage and overall she uses the framework well to mark children's progress. Self-evaluation is in the early stages; however, the childminder is able to reflect where development can be made in order to improve the play and learning experiences she provides for the children, ensuring continuous improvement of her provision. Children's safety is carefully considered; however, the childminder is yet to practise her fire evacuation with the children.

What steps need to be taken to improve provision further?

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

- carry out and record regular evacuation drills
- link observations of children's play and progress to the early learning goals to make informed decisions about their progress.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding and the procedure to follow should she have any concerns about a child in her care. She has a written policy in place and the related literature to support her in her role of safeguarding children. The childminder has a vigilant attitude towards maintaining children's safety. A thorough risk assessment has been devised for the childminder's home as well as additional assessments for outings and venues. This ensures children stay safe when playing away from the home. The childminder has all the necessary fire

detection and fighting equipment and is able to describe her fire evacuation procedure. However, she does not practise her evacuation procedure with the children to ensure they are fully aware of what to do in an emergency situation. The childminder arranges her home and play resources well enabling children to make choices freely and safely.

The childminder offers an inclusive service and welcomes all children into her care. The childminder has very good knowledge and understanding of the care needs of children with special educational needs, and is aware of the importance of adapting the environment and activities to meet the specific needs of the children where necessary, whilst ensuring children are not made to feel separate or different from their peers. Children engage in many trips out to various settings, giving them wider learning opportunities to discover their community and the differences around them. Books, puzzles and activities the children have access to within the childminder's home help them acknowledge cultural diversity.

Good partnerships have been established and parents speak very highly of the care offered by the childminder. They receive good information from the childminder on a daily basis in the form of a diary as well as verbal feedback. She seeks their views and accommodates their wishes and preferences with regards to their child's care. The systems for reflective practice continue to evolve and develop in response to the needs of the children and their families. The childminder has the necessary skills to self-evaluate her practice. She is able to identify areas for development to build upon her existing good practice.

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

Children are provided with healthy and nutritious foods such as pasta, chicken, and fresh vegetables, and jelly and fresh fruit for dessert and snacks. Mealtimes are a social event where children all sit together at the table. During this time the childminder will instigate conversations on the benefits of a healthy diet and how certain foods help build a healthy body. The childminder works with parents to find out any dietary requirements or other observances that must be respected as a means of ensuring children's health is supported. Children have regular access to the outdoors as they play in the garden and enjoy trips to local parks, woodlands and other child friendly settings, which contributes to a healthy lifestyle.

The children are developing an understanding of how to keep themselves safe through interesting and creative channels. For example, during role play children learn about how the dolls must wear sun cream as its hot outside. Children's behaviour is managed in a calm manner by the childminder who sets clear and consistent limits. The children are gently reminded of the consequences of their actions should their negative behaviour continue. This allows children to learn the difference of right and wrong.

Children have a warm rapport with the childminder, enjoying lots of cuddles and affection. They have built trusting relationships, which is evident through the signs

of security they display. For example, young babies play independently but find comfort knowing the childminder is close by. All children make good progress in the learning and development as a result of the effective systems in place of observation and planning. The childminder knows the children very well and uses their interests and known stages in development to plan activities for them individually. The childminder is yet to develop this system to link her knowledge of the children securely to the development matters however. The childminder is skilful in engaging children's learning and linking to the areas of learning during activities. For example, children enjoyed a trip out to Berkhamsted Castle; they took dressing up clothes with them so they could become princesses, engaging their imaginative skills, did rubbings from the interesting brass items in the ground, using their creative and fine motor skills, and then came home and made knight puppets and visual diaries with some script about their day and what they did, helping develop their writing and communication skills. Other activities and resources available help develop a range of other skills, for example, sand water play, shape sorting and calculating to develop children's mathematical and problem solving skills.

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