

Inspection report for early years provision

Unique reference number	107788
Inspection date	12/10/2011
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1994. She lives with her husband and two adult children, in Chalfont St Peters, in the County of Buckinghamshire. The ground floor of the property is used for childminding and there is a fully enclosed garden available for outside play. The family have no pets. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and happy in the childminder's care. She shows warmth and kindness to them and provides a secure, stimulating environment to help them grow and progress in their development. The childminder has a good knowledge of the Early Years Foundation Stage. Overall, she plans an exciting curriculum to meet each child's individual needs, interests and routines. The childminder evaluates her practices and demonstrates she has a good capacity to maintain continuous improvements in the service she provides.

What steps need to be taken to improve provision further?

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

- Develop the link between the identified next steps and planned activities for each individual child.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded as the childminder is aware of her important role and responsibility in child protection matters. Written risk assessments are regularly carried out which successfully minimise children's risk of accidental injury both indoors and on outings. The childminder has fire safety devices installed in her home and has a clear evacuation procedure to be followed in the event of a fire. This helps to promote the children's safety effectively. The childminder's home is clean and comfortable for children. The childminder has a wide range of toys and resources available to the children that provide suitable challenges in all areas of development and learning. All equipment and resources are easily accessible to the children.

There are excellent channels of communication between all partners involved with individual children, which successfully promotes their learning, development and welfare. The childminder establishes extremely caring and supportive relationships with parents, providing an inclusive environment to all families. The childminder works closely with the child's parents to ensure consistent care for each. Parents highly recommend the service she provides.

The childminder has developed an organised and effective record keeping system where she records day-to-day matters and developmental progress. All the required documentation, such as attendance, medication and accident records are in place to promote the children's welfare. The childminder has a good understanding of the requirements of the Early Years Foundation Stage and has implemented clear observation and assessment processes, but as yet, not fully developed an effective system to plan for children's next steps of learning.

The childminder drives improvement and has effective processes in place for self-evaluation. For example, she uses the Ofsted self-evaluation form to evaluate her service; this identifies strengths and areas for improvement. She continues to develop her knowledge and skills in relation to the service she provides. For example, she has attended training on inclusion and the Early Years Foundation stage. This helps to improve the quality of provision for children.

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

Children are looked after in a caring and loving environment where they have great fun and enjoy the play opportunities they have with the childminder. This results in the children feeling secure to investigate their surroundings. They make good progress in their development, for example, children help themselves to resources that are attractively laid out within the playroom.

The childminder interacts warmly with the children, sitting with them and encouraging their language for communication as they share their favourite stories or sing rhymes. There are many opportunities for children of all ages to learn about the wider world as they are involved in growing potatoes and planting bulbs or participating in wildlife projects. Children gain exceptional awareness of other cultures through celebrating festivals from around the world, tasting a range of foods such as curry and accessing a wealth of resources that reflect diversity.

Children's early mathematical development is supported as she creates opportunities for them to experiment with written numerals as they draw or paint with different medias or count objects in everyday situations such as conkers when on a nature walk.

The childminder manages children's behaviour, using positive methods appropriate to their level of understanding. They are developing responsible behaviour and care for each other and their environment, as they use recycled paper for craft

activities.

Healthy lifestyles are promoted as children have plenty of opportunities for physical exercise outdoors in the local park or in the garden playing on the slide or with the swing ball. These help to develop the children's physical skills. The childminder provides meals for the children and ensures they are nutritious and healthy. The menu is planned to encourage healthy eating such as pasta meals, fresh fruit and vegetables. The childminder takes steps to ensure children in her care remain healthy and free from cross infection. Children do not attend if they are unwell and the childminder holds a current first aid certificate which enables her to deal with any injuries. Children are developing an understanding of keeping safe as any hazards are clearly minimised, for example children learn about road safety and very young children to hold the childminders hand when on outings. Children seek comfort and support from the childminder, which shows that they feel safe and secure in her care.

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	1
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	1
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	1
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