

## Inspection report for early years provision

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<b>Unique reference number</b>	162277
<b>Inspection date</b>	26/10/2011
<b>Inspector</b>	Margaret Moffat
<b>Type of setting</b>	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 2001. She lives with her husband and one child aged 11 years 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 either walks or drives to the local schools to take and collect children. She attends the local music and movement group and takes children to the library and the local park. The family has two goldfish. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time. Of these, no more than three may be in the early years age group. She is currently minding four children in the early years age group, on a part-time basis. The childminder also cares for six school aged children also on a part-time basis.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children play in a safe and secure environment overall and the childminder is fully aware of their individual needs. The children make good progress in their learning and development as the childminder spends her time actively promoting their learning. The childminder offers an inclusive setting overall, where all children are warmly welcomed. Most documentation is maintained appropriately and supports children's welfare. The childminder evaluates her practice well and demonstrates a good capacity to maintain ongoing improvement.

## **What steps need to be taken to improve provision further?**

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

- update the risk assessment so that it includes the assessment for outings and trips
- improve opportunities for children to learn about diversity by providing suitable resources and activities to promote positive images.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a good understanding of safeguarding issues, which enable her to support children's welfare. She has updated her child protection awareness and has relevant policies and procedures in place to follow if she has any concerns about the children in her care. The childminder ensures the environment is safe and secure for the children at all times. She keeps a record of risk assessments

carried out on her home and garden and uses a range of safety features such as, a fitted fireguard and doorstoppers to minimise risks to children. Although outings are risk assessed and the childminder has consents to take the children out, she does not follow the good practice of recording these assessments.

The childminder's systems for self-evaluation are good. She reflects well on her practice and is committed to her own personal development to improve the outcomes for children. She has recently obtained a relevant childcare qualification and has attended several training courses since her last inspection. The childminder has addressed the recommendation from the previous inspection with regard to documentation and all relevant information is recorded accurately.

Resources are deployed well in the playroom giving children the opportunity to make choices in their play. They are age appropriate and stored at children's height making them easily accessible to them. Equality and diversity practices are good overall. The childminder gets to know each child well and supports their individual needs. Children learn about the world around them through outings in the local community and talking about other people's cultures and traditions. However, opportunities for children to learn about diversity through resources and activities are limited.

The childminder has made a good start in working with other settings the children attend. As a result, important information is shared between all those involved in the care of the children, promoting their care, learning and development needs. The childminder develops good relationships with parents. They share information about the children verbally and the childminder completes daily diaries which show parents what their children have been doing during their time with the childminder. She discusses children's records with parents and parents can have access to these at anytime. She finds out about parents views on her setting as she provides annual questionnaires for them to complete. Parents report they are very happy with the service provided. They particularly value the childminder's very calm and caring approach and her good communication skills. Parents also comment positively on how much the children enjoy their time in her care. Effective partnership working, therefore promotes consistency of care and learning for the children.

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

Children develop close relationships with the childminder and her family. She knows each child well and uses her knowledge to plan activities that meet their needs and interests. The childminder makes good observations of the children and uses these to track their progress and plan their next steps in learning. She takes photographs of the children at various activities, which are placed in their diaries allowing parents to see what they take part in. Walls in the playroom are full of children's art work and educational posters. This helps develop children sense of belonging and gives them things to talk about. They proudly show visitors which art work they have completed and smile with delight when they receive a

compliment. Children are beginning to link sounds and letters. They point to the alphabet poster on the wall and sound out the letters in their names.

Children enjoy creative activities such as making their own creations with beads. They concentrate hard as they carefully place the beads in the mat and when they have finished, they ask the childminder if they can do another one. The childminder encourages them to name the shapes they choose and develops their simple calculation skills as she asks them how many are left when they take one away. Children love dressing up in their favourite costumes and wearing the jewellery. They confidently ask the childminder to help fasten necklaces or tie on cloaks. They like to sort the clothes and find the garments associated with each different outfit, keeping them all together. The children have been involved in cooking activities and recall to visitors how they made chocolate crispy cakes as they kindly offer them one to try.

Children have daily opportunities to be outdoors in the fresh air as they play in the garden or visit the local park. They also attend local music and movement sessions and this helps further develop their imagination and physical skills. Children follow good hygiene routines and show an awareness of why they need wash their hands saying 'if you don't they will spread the germs around.' This helps develop their awareness of a healthy lifestyle.

Children's understanding of their own safety is developing well. They respond to the childminder's request to clear up some of the dressing up clothes so they do not trip over and fall. They discuss road safety and staying together when on outings and are aware of the house rules, which helps them learn right from wrong. The childminder is calm and patient and shows the children kindness and respect and this helps develop their confidence and self-esteem. Children learn useful skills for the future through the range of activities they are involved in. They develop independence dealing with their own care needs, help to set and clear the tables. Children learn about recycling and have opportunities to grow and plant. This helps children develop an awareness of looking after the 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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