

Inspection report for early years provision

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Inspection date	12/12/2011
Inspector	Cordalee Harrison
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.

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Description of the childminding

The childminder registered in 2011. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged one and three years. They live in Buckingham, Buckinghamshire. Childminding activities are mainly contained to the ground floor of the childminder's home, where children have access to the living room, dining area and the kitchen, washing and toilet facilities are at this level. The childminder arranges for children to sleep in a first floor bedroom. There is an enclosed garden to the rear of the premises for children's outdoor play. The childminder's home is within walking distance of amenities such as shops, parks, schools and preschools.

The childminder is registered to care for a maximum of four children under eight years at any one time. Currently, there is one child on roll; the child is in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are contented in the childminder's home and care; overall, they are making good progress in their learning and development. Most aspects of partnership working are good. The childminder works closely with parents and she is careful to follow their guidance. This enables her to meet children's welfare, health, safety, cultural and personal needs appropriately. The childminder shows good capacity for continuous improvements, she is making effective use of self-assessment; therefore, weaknesses in her provision are few.

What steps need to be taken to improve provision further?

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

- plan more opportunities for children to take the initiative in their learning, to increase their confidence to select and use resources independently
- develop further partnership working to ensure continuity and coherence by sharing relevant information with other practitioners where children receive education and care in more than one setting

The effectiveness of leadership and management of the early years provision

The childminder takes effective measures to safeguard children. She has good understanding of the different elements of safeguarding. She uses this knowledge to inform her practice each day. For example, she knows what to do if she is

concerned about a child's well-being. Additionally, she keeps relevant contact numbers so that she can respond immediately. She uses risk assessments effectively and she takes appropriate action to minimise hazards to children indoors and outside of the home. For example, stair gates are in appropriate places and childproof locks are in place as necessary. She makes sure that children are safe and comfortable when they sleep and eat. Documentation required to safeguard children's health, safety and welfare are in place and they are accurate and up to date. These include risk assessments, accident records and children's record forms along with the required written parental permissions.

The childminder maintains her home to good standards of hygiene and she supports children well to develop good hygiene habits. For example, children wash their hands after using the toilet and before eating and they use individual personal items such as hand towels to reduce cross infections between individuals. These good practices help children to understand the importance of high standards of hygiene and personal care. The childminder provides children with balanced and nutritious food that is appetising. She follows government guidelines and promotes healthy eating for the children.

Overall, the childminder makes effective use of her resources; they are readily accessible to the children. The play resources are attractive, varied, and appropriate for the children. The resources include some items to raise children's awareness of cultural diversity. Through self-evaluation the childminder recognises this as an area for further improvement. The childminder has a positive attitude to equality. She follows parent's guidance to meet children's individual needs. The childminder gains good quality information about children at the start of placements. She communicates openly with parents each day, and she shares information with them about their children's achievements. The childminder encourages parents to provide information to support their children's welfare and learning. The childminder cares for children who receive education and care in another setting. She has an awareness of her responsibility to develop partnership working with other practitioners, where this is the case. However, she has not yet put strategies into place to achieve this fully to be confident of continuity and coherence for children between all parties. The childminder is making good use of evaluation to drive improvement in her provision. Since registration, she has designed a parent's questionnaire, completed food and hygiene training and identified training courses for her personal development to enhance the provision that she makes for children.

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

The childminder plans and delivers a varied range of good quality learning experiences for children indoors and outside of the home. Through regular observation and evaluation of activities she introduces children to all areas of learning, consistently. She identifies the next step for children's progress and provides activities to help them to make timely progress towards the expectations

of the early learning goals, overall.

The childminder is supporting children well to learn to play together. This encourages children to think of others and to begin to share. However, children do not always take the initiative in their learning to further develop their concentration. The childminder uses suitable behaviour methods to help children to understand right from wrong and to show consideration for others. With her support, children are learning that their good behaviour contributes positively to an atmosphere where everyone feels included and valued. The childminder talks and listens to the children, her open questions encourages children to develop memory and recall; they are learning think and respond to express their thoughts and ideas. Children enjoy books and stories as a central part of their daily learning experiences. Children are learning about different aspects of healthy lifestyles through daily activities. For example, they choose fresh fruits for their snacks and they eat balanced and nutritious main meals. In addition, they drink water and get plenty of exercise as they enjoy outdoor activities. Children are becoming aware of their own personal needs, for example, they ask to use the toilet and this reduces toileting accidents.

Through a wide range of arts and craft activities, children explore shapes, colours and textures. The childminder extends creative activities to help children to compare and contrast and to recognise similarities and differences, as well as to use tools such as scissors. Children learn about the natural world as they explore the local area, and search for insects and mini beast in the garden. The childminder skilfully extends these purposeful activities with artwork. For example, they compare the size, colour and shape of a variety of leaves and the insects they find in the garden. Children are developing their understanding of personal safety in constructive and positive ways. For example, when the children talked about a broken object the childminder helps them to relate it to safety. The safe home environment and practice such as to secure children in safety seats, help children to understand different aspects of personal safety. The easy interaction between the children and the childminder demonstrate they feel safe in her care. Children are achieving and enjoying well as they learn through meaningful play.

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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