

Inspection report for early years provision

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Inspection date	04/01/2012
Inspector	Aileen Finan
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 was registered in 2011. She is registered on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged six and two years in Aylesbury, Buckinghamshire. There are shops, toddler groups and parks within walking distance.

The whole of the home is used for childminding although children play mostly downstairs. There is a fully enclosed garden for outside play and a large summer house. The childminder is registered to care for a maximum of four children under eight years of age at any one time; of whom not more than two may be in the early years age range. The childminder currently has three children on roll, of which two are in the early years age range and attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has evaluated her provision well and is able to demonstrate a strong capacity for continuous improvement. She has put in place rigorous policies, procedures and risk assessments which help keep children safe and promote their well-being. She has established good partnerships with parents but has yet to fully establish other partnerships, as there are no children attending who also attend other provisions. Overall, the childminder has a good knowledge of the Early Years Foundation Stage and provides a range of activities that support most aspects of children's learning well. Consequently, overall children are making good progress in their learning.

What steps need to be taken to improve provision further?

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

- help children to understand more about their wider community and be curious and interested, explore their surroundings and investigate places of significance to them
- extend the opportunities for children to be creative, providing opportunities for children to experiment with texture, shape, movement, dance and role play.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are good. There are effective policies and procedures in place to promote children's safety and well-being, and these procedures are shared effectively with parents. Risk assessments for the home and

garden are robust. These enable the childminder to identify any hazards and act on these in order to eliminate risks. The childminder understands her responsibilities to identify any child at risk and liaise with the appropriate child protection agencies. Parents are made aware of the role of Ofsted. Children's records are completed appropriately and are maintained confidentially. Effective systems are in place to record accidents and medication, and a record of children's daily attendance. The childminder has completed her first aid training.

The childminder has made a successful start to her childminding practice. She has a clear vision for her future targets and training to enhance her provision of care. She is aware of her strengths and areas of minor weakness. The childminder appropriately and actively promotes equality and diversity. She has a good understanding of children's backgrounds, needs and routines. Planning for children's play is well managed and consequently children are making good progress in relation to their starting points. Children are provided with a welcoming environment and a range of toys and resources, which are in good condition and used well to promote children's development.

The childminder has established strong relationships with parents. She has invited them to complete questionnaires to help her evaluate her provision. Responses to these questionnaires are positive and highlight how well parents believe their children have settled. The childminder worked well with the children's previous childminder, spending time with them prior to the transfer and providing settling-in sessions, to ensure their transitions were smooth. Consequently children are happy and content to be with the childminder and are responding well to the change. None of the children cared for currently attend other settings, so the childminder has yet to establish further partnerships with other agencies. Parents are effectively informed of children's progress and achievements. There are clear and accessible channels for a two-way flow of information and parents are positively encouraged to support children's learning and development.

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

Children are happy and settled with the childminder. She has a caring manner which children respond to well. Consequently, children learn to respect one another and have formed good relationships, playing well with their friends and when alone. For example, children are able to take turns and share, which is clearly demonstrated as they build the railway/roadway together, passing pieces of tracks and taking turns to put cars through the tunnel. Children's behaviour is very good and all are willing to join in and make choices in their play.

Children are secure in the childminder's home. They know what is expected of them and demonstrate a good awareness of their daily routines. Children understand about their own safety as it is incorporated into their play and discussions. For example, as they watch the window cleaner they talk with the childminder about being safe on ladders. When out walking they learn about using safe places to cross, such as the zebra crossing, which encourages children to

independently think and talk about their own safety awareness.

Children have daily opportunities to be outdoors and enjoy going to the park where they can run around and play with one another. From an early age they understand and follow appropriate personal hygiene routines and walk over to the bathroom together to wash their hands prior to snack time. Evening meals, lunches and snack times are sociable occasions and children sit together at the table enjoying their food and chatting happily. Children are provided with a range of healthy and nutritious meals. Sleep times for the toddlers are well planned and children settle quickly; snuggling up in their travel cots with comforters from home. Children therefore, are able to demonstrate their own awareness of what constitutes a healthy lifestyle.

The childminder has a good knowledge and understanding of the Early Years Foundation Stage framework. She uses her understanding to provide a range of play and learning activities for the children. As children are all new to her currently, an enjoyable activity to enhance children's awareness of their own bodies and family provides the childminder with opportunities to learn more about the children she cares for. Children talk about their personal photo board, identifying people in their family and talking about home relationships. They look in a mirror and mimic one another making 'happy', 'sad', 'funny' or 'cross' faces. The activity is extended and children draw round their feet and hands, talking about which is biggest for example; and later cutting out to add to their photo board. The activity provides effective and enjoyable opportunities to enhance children's personal, social and emotional development and consequently, children feel secure and confident in their surroundings.

The childminder provides a range of play opportunities for the children and has acquired a good understanding of children's progress in the short time she has cared for them. There is an effective balance of child-initiated and adult-led play and all areas of learning are planned for. However, there are fewer opportunities for children to be creative and experiment with a range of textures or in role-play and dressing up. Likewise, so far, there have been fewer opportunities for children to explore the outdoors and learn more about their community in order to promote their learning even further. Nevertheless, the childminder provides an interesting and well-equipped provision which meets children's needs. Consequently, children are happy and are making good progress in their learning.

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