

## Inspection report for early years provision

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<b>Unique reference number</b>	EY408436
<b>Inspection date</b>	16/01/2012
<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 2010. She lives with her partner and child aged five in a house in the village of Stone on the outskirts of Aylesbury. The childminder uses the whole of the ground floor for childminding, with sleeping facilities and toilet facilities available within this area. There is an enclosed garden available for outdoor play. The childminder makes use of the local facilities such as parks, local walks and the library. The family has a pet dog and a gold fish.

The childminder may care for a maximum of five children under eight years at any one time, three of whom may be in the early years age range. She is currently minding three children in this age group. She also cares for four school age children. All children are in full time education and attend on a part-time basis. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children enjoy spending time with this childminder. She provides a homely environment where all children are valued and included. Children take part in a wide range of activities and make good progress in their learning and development. She develops good links with parents and generally involves them in their children's care and education. The childminder has a good understanding of the strengths and areas for improvement and takes effective steps to improve.

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

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

- encourage parents to look at and contribute to their children's learning and development records.

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

Children's safety is well promoted because the childminder has taken reasonable precautions to ensure their safety within the home and outside. These include daily check lists and written risk assessments, which are reviewed regularly and new risks are added when required. The childminder understands the need to safeguard the children and the procedures to follow if she has any concerns. She has recently attended safeguarding training and this ensures her knowledge on this subject is up to date.

The learning environment helps children progress towards the early learning goals effectively because the childminder has a good range of toys and resources to support children in their play. Resources are deployed well allowing the children to become independent and make choices in their play.

The childminder reflects well on her practice. She has already undertaken many courses since her registration and is currently in the process of obtaining a relevant childcare qualification. This shows commitment to her personal development and the outcomes for children. The childminder finds out the views of parents and the children who attend her setting through questionnaires and discussions. Children have drawn pictures of what they like doing in the childminder's home and text underneath shows what the children have said. They enjoy coming and like to play in the playhouse and with the childminder and her child. The childminder promotes equality and diversity, recognising each child as an individual with a particular set of needs.

The childminder develops good relationships with parents. They receive information about the childcare when they first start and have copies of policies and procedures. Parents have daily opportunities to talk to the childminder about their individual children and she completes daily diaries about what the children have been doing and this keeps them up to date with their child's progress. Parents are very happy with the service provided. They particularly like the healthy and nutritious meals provided, the activities and how much their children enjoy being with the childminder and her family. The childminder develops links with the schools children attend, following the different topics the children are doing and helping them with homework. This helps continuity of children's care and learning.

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

Children play in a warm and welcoming environment. The childminder displays children's work and has lots of educational posters. Each child has their own coat peg and individual towels in the bathroom. This helps children gain a sense of belonging and gives them much to talk about when looking at the posters. Children arrive home from school and settle quickly. They are fully aware of the routine to wash their hands before snack and the reasons why they do this, helping them to develop good hygiene practices. As they all sit together at the table they tuck into a range of healthy snacks and the childminder engages them in conversations about their day at school and the most exciting thing they have done today. Children show consideration for others as they ask the childminder and visitor what exciting things they have done today.

Children enjoy changing the calendar. The childminder asks them in turn the day of the week, the date and the month. Children have the opportunities to change these on the calendar. The childminder reinforces with the children the days of the week, the months of the year and how many there are of each. The childminder has good strategies in place for managing children's behaviour and children respond to her request to sit at the table when eating. As they play

together with construction toys they find each other the different parts they are looking for and cooperate well sharing and taking turns. They benefit from the praise and encouragement they receive from the childminder in their activities and this helps develop their self-esteem.

The childminder demonstrates a good understanding of how children learn and this can be seen from the children's development files and the plans she has in place for their individual next steps. The files are well presented and although parents are aware they are available they have not yet been encouraged to contribute to these records.

Children learn about the world around them through outings in the local community and the many places of interest they visit with the childminder such as museums, farm and the library. She has a range of toys and resources to promote diversity to help children learn about people's differences and their cultures and traditions. Children have daily opportunities to be outside in the fresh air. They walk to and from school, take the dog for a walk and play in the local park and garden. This helps develop their understanding of a healthy lifestyle. They are involved in activities to help them learn about being healthy. When asked by the childminder they confidently inform visitors what happens to the heart when they have been running around, 'makes it better and pumps the blood around your body'. The childminder provides them with a range of home cooked meals which the children enjoy. A menu is on display so parents can see what children will be eating on any particular day. Children learn about keeping themselves safe. They practise the emergency fire evacuation of the premise and also show good awareness of what to do as they cross the road. Children develop useful skills for the future through the activities and experiences provided by the childminder. They learn about the environment and why it is important to recycle and the childminder encourages them to use items from the box for their junk modelling.

## 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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