

Inspection report for early years provision

Unique reference number	EY414646
Inspection date	15/03/2012
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 registered in 2010. She lives with her husband and two children aged nine and five years. The family live in High Wycombe, Buckinghamshire. They live close to all local amenities and schools. Children have access to a small, enclosed garden.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for five children under eight years of age, of which three children may be in the early years age range at any one time. Currently the childminder has four children on roll in the early years age range who 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 set in place rigorous policies and procedures which help keep children safe and healthy. However, she has not securely reviewed her risk assessments to act upon all hazards to children. Additionally, the childminder has not requested written consent from parents for her to seek support/advice in an emergency situation. However, as she discusses these arrangements, this does not negatively impact on children's safety and well-being and the childminder demonstrates a strong capacity for continuous improvement. She has a good understanding of how children learn and develop and uses this to effectively assess children's progress. There are well-established partnerships with parents and children participate in a range of activities that support most aspects of their learning well and, consequently, they make secure progress in their development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident; and identifies all aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment) 02/04/2012
- request written parental permission to seek any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 02/04/2012

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

- build upon the partnerships with parents and establish links with other providers to share children's achievements, progression and goals through effective communication systems
- extend the opportunities to link sounds and letters in children's everyday communication and through stories and songs and imaginative play.

The effectiveness of leadership and management of the early years provision

The childminder is aware of how to safeguard the children she cares for. She has completed safeguarding children training. The childminder understands her responsibilities should she have a concern about a child in her care and has effective systems in place to work with the appropriate child care agencies. Parents are aware of the robust policies and procedures which help to keep their children safe and protect their well-being. Effective risk assessments are in place for outings. However, while risk assessments for the home and garden detail hazards to be acted upon, the childminder has not reviewed these appropriately. She has not highlighted the steps she needs to take in order to secure the gate adjoining her home with her neighbour. The garden and adjoining property are however secured to the outside community through a locked gate. Children understand the house rules which also help to keep them safe. Children's records are maintained confidentially. However, although discussed with parents, the childminder has not requested written parental consent for her to seek treatment and/or advice for children in times of emergency.

The childminder has completed additional training to support children's learning and development. She is enthusiastic and motivated in her care for children and offers a welcoming and inclusive environment for them and their parents. She understands children's individual needs and routines well and plans for children's play according to these needs. Her observations are informative and accurate and consequently, the childminder is able to securely identify any gaps in children's learning and plan for their next steps. In reflecting on her practice to date the childminder is able to confidently acknowledge her strengths and therefore, shows a good capacity for her ongoing development. Good quality resources, which are used effectively, contribute to children's progress.

Partnerships with other providers are yet to be fully established, however, it is only recently that the childminder has shared care of children with other providers. Effective discussions with parents mean they are kept up-to-date with timely information about their children's progress and welfare. As yet the childminder does not extend these arrangements so that all parents are aware of how to extend children's learning at home. However, parents are positive about the care their children receive.

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

The childminder has a warm relationship with the children she cares for. Observation records provide the childminder and parents with an informative and delightful account of children's progress and development. These observations are complemented with photographs which enable the childminder to identify children's next steps and plan for future experiences with the individual children.

Children feel safe. They clearly demonstrate a strong sense of belonging and security. Children learn about their own safety. When out and about, children are becoming aware of road safety. They learn the safe places to cross the road, pressing the button on the crossing and waiting for the light to change, while looking and listening for traffic. At home, when going upstairs they hold the hand rail and count the steps together. Children's behaviour is good and the childminder encourages children to be respectful to her and her home. They are happy to choose the toys they play with and can access these easily.

Children have regular daily opportunities for fresh air and exercise. They enjoy ball games outdoors, painting with rollers and bright paint, and have fun with water play and bubbles. The childminder provides a range of balanced and nutritious meals. She meets children's specific dietary needs and has completed both food hygiene and a healthy and nutrition course. Children understand the importance of their own hygiene routines such as washing their hands after messy play and before eating. They are encouraged to blow their nose and dispose of the tissue. As a result of their health, physical and dietary needs being met well, children are content and settled.

Children are happy and settled. Children's development is enhanced through everyday experiences such as imaginative play with a cash register and toy money. Together with the childminder they count the coins and money. When out and about children are given money to pay for their fruit and snacks in the local shops which help them to experience skills they will use in the future. Opportunities are made to read books together, however there are fewer opportunities taken to enhance children's awareness of sounds and letters to enhance their speech further. Children enjoy activities away from the home including toddler groups, trips to the library, walks and visits in the community, for example to the shops. Overall children are making progress consistently in relation to their starting points and capabilities as they are able to be active learners and enjoy a wide range of experiences.

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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