

Inspection report for early years provision

Unique reference number	EY350901
Inspection date	29/03/2012
Inspector	Lynne Lewington
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2007. She lives with her husband and two children, in Beaconsfield, Buckinghamshire. The childminder uses the whole of the ground floor for childminding, plus a first floor bedroom for children sleeping in a travel cot. There is a fully enclosed garden for outside play. The childminder walks or drives to local schools to take and collect children.

The childminder is registered to care for a maximum of six children at any one time and currently has five children on roll in the early years age range. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a very warm and caring environment for children who make good progress towards the early learning goals. She is an experienced childminder who is knowledgeable about how children learn. Records of the children's progress are effective in monitoring and extending their learning and development. Whilst a range of resources are available for children's use they are not always stored to enable easy access and promote independence sufficiently. Positive relationships have been established with parents which contributes to individual needs being identified and met to a high standard. The childminder has a pro-active commitment to ongoing training. She has evaluated her service and identified aspects she plans to improve which indicate the service will continue to improve.

What steps need to be taken to improve provision further?

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

- improve storage of some resources in the playroom to enable children easier independent access to them.

The effectiveness of leadership and management of the early years provision

Children's welfare is extremely important to the childminder. She has a clear safeguarding policy which is shared with parents, and an understanding of the action she must take if she is concerned about a child in her care. Sensible measures are taken throughout the premises to manage risks, for example the doors are locked to prevent unwanted visitors and chemicals are stored out of the reach of children. An evacuation procedure is undertaken each month to ensure

the premises can be evacuated swiftly in an emergency. The premises are spotlessly clean and provide a happy, homely environment for the children's care and play. The children move confidently around the ground floor of the property making good use of the available space for floor and table top play. A secure attractive outdoor environment provides ample space for outdoor play with a variety of toys including a play house, trampoline, and wheeled toys. The playroom provides opportunities to self select books and some resources but the storage of some toys in large chests makes access difficult for small children. The toys and equipment are of good quality and suitable for the ages of children cared for.

Good care is taken to understand children's individual needs through information gathering when children first join the setting. Understanding individual routines and likes and dislikes helps the childminder to meet needs effectively. The children have access to resources which reflect positive images of disability, gender and culture. They go on many outings in the local community where they meet a variety of adults and children, increasing awareness and acceptance of people's differences.

Good communication with parents from the first meeting enables parents to feel well informed about the service the childminder offers. Face to face discussions and daily diaries provide detailed information about diet, sleep and activities. In addition to this the observations and records maintained by the childminder clearly indicate to parents the progress children are making in their activities. The childminder demonstrates a sound understanding of the benefits of developing positive relationships with others who are involved with the children in her care. However, currently she does not have children attending other settings where this can be developed.

The childminder's comprehensive consideration to all aspects her provision indicates she clearly identifies strengths and areas for development. This includes developing opportunities to work in partnerships with others involved with children in her care and also increasing her own knowledge base in relation to childcare and education.

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

Children's awareness of their own safety is encouraged through consistent reminders, books and discussion. For example, they listen attentively to a story about a teddy that does not wear his seat belt and discuss the consequences. Children appear at ease and confident in the childminder's care, indicating they feel safe and secure. She interacts skilfully with them as they play, allowing them to take the lead but also introducing new ideas to explore. For example, they play with the cars and garage using the vehicles to explore the ramps, the youngest child independently makes the sound of a fire engine providing sound effects to the actions.

Good health is promoted effectively as children learn good hygiene routines such

as hand washing and nose blowing. The childminder talks with them about healthy eating and offers a variety of fruit and vegetables every day for snacks. They enjoy a variety of sandwiches and finger foods at lunch time and a cooked meal later in the day providing a good nutritious diet. Drinks are freely available ensuring children do not become thirsty. Large physical development is encouraged in the garden and on outings to local parks and children's activities. Mark making, collage, puzzles and role play provide opportunities to develop finer movements as the children use the resources in their play. The childminder is clearly aware that children need a varied day, providing opportunities for physical and mental activity, regular opportunities for nourishment and rest to enable them to feel happy and comfortable.

Language skills develop well as the childminder listens attentively, asks open questions and provides a simple commentary to play. Children openly ask questions, recall events and make their needs known. Good quality fact and fiction books are easily accessible to the children for them to use independently and the childminder reads to them everyday. Children enjoy opportunities to sing and participate in action songs developing their language abilities further. They use a variety of resources to make marks, including crayons, paint and chalk. Some recognise the first letter of their name. Children learn about the community around them through activities and outings in the local community. They talk about and experience the weather and learn what to wear to keep warm or cool, increasing awareness of the natural world. They undertake many cooking activities providing opportunities to see how food changes when it is cooked. Cooking activities also provide opportunities to talk about size, shape, position, develop physical skills as the utensils are used and enjoy the social activity of eating and sharing the product. The childminder makes good use of every opportunity to encourage awareness of shape, size and quantity as they play. She sets a good example through her comments and the young children copy, showing the ability to recognise, match and count items. The childminder's observations of the children clearly indicate links to the six areas of learning and indicate the next steps and the overall progress being made. These records are shared with parents.

Behaviour is good. The childminder has clear and consistent expectations and sets a good example. Children are encouraged to share, take turns and think about others and use good manners. The childminder demonstrates a good awareness of how to manage undesirable behaviour.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

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