

Inspection report for early years provision

Unique reference number	EY435653
Inspection date	11/04/2012
Inspector	Lynne Lewington

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 lives with her partner and two teenage children, in Chalfont St Giles, Buckinghamshire. The childminder uses the whole of the ground floor of the house for childminding. There is an enclosed garden for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children aged under eight years at any one time, of whom no more than three may be in the early years age group. There are currently two early years children on roll. The childminder is not registered to provide overnight care.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play in a clean and well maintained, secure, caring environment. The childminder provides a broad range of appropriate play opportunities and experiences to promote children's individual learning and development. She has positive partnership with parents and others involved in children lives, sharing relevant information for the benefit of the children. Parents are well informed of their child's day including their care, experiences and some information about their progress. The childminder is proactive in reflecting on her service and has clear plans to develop aspects of her knowledge and the service she offers. She attends workshops and courses to increase her awareness and skills and consequently demonstrates a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- provide regular opportunities for parents to review their children's progress and contribute to their child's learning and development record.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good awareness of child protection issues and understands the procedure to follow should she have a concern about a child in her care. A clear policy ensures parents are aware of her role and responsibilities in safeguarding children. The childminder is vigilant in her supervision of the

children and completes thorough risk assessments to identify and minimise potential safety hazards in the setting and on outings. A comprehensive record of risk assessment is maintained and reviewed regularly. As a result the children play in a safe environment. Children are able to make choices from a selection of good quality, age appropriate toys and resources each day.

Good relationships with parents enable them to feel confident in the childminder's care of their children. Daily face to face communication is supplemented by photographs of the children at play. While the childminder currently observes and records the children's progress she has not shared these records with parents. Parents comment on the childminder's reliability and how supportive she is. Partnerships with others in the community are good. The childminder attends activities and uses local resources to support the young children's care and learning and she regularly attends local child care related training for her personal development. She routinely shares information with another childminder who shares in the care of a child she looks after. This promotes continuity of care and enables the childminder to offer activities and experiences that complement those the child receives elsewhere.

The childminder demonstrates a strong commitment to promoting equality and diversity. She provides an inclusive service where all children are valued regardless of background or ability. Books, toys and resources promote positive image of different cultures and the children's outings in the local community enable them to meet different people and learn to accept and respect their differences. The childminder's enjoyment in her role is evident in the warm interactions with children. Self evaluation indicates the childminder's clear understanding of her role and her proactive attitude towards further development. She has an accurate awareness of her strengths and has well-targeted plans to improve outcomes for children. She undertakes short training courses and workshops developing insight and ideas for her work. Her commitment indicates she will continue to develop her good quality service.

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

Children develop their awareness of safe behaviours through the sensible routines the childminder follows. Children are encouraged to move carefully around the home and not climb on the furniture. On outings and in the garden children are supervised closely at all times. They learn the importance of wearing their seat belts in the car and learn about road safety on outings. The regular fire drills help ensure children understand how to evacuate the premises swiftly in an emergency.

Children happily explore and investigate the age appropriate toys easily available to them indicating a strong sense of confidence and security in the environment. The childminder gives her full attention as she sits on the floor to support and assist in play. She listens attentively and responds ensuring she makes eye contact with the children, enabling facial expressions to assist in communication. Children are developing good communication skills.

The childminder makes use of daily routine opportunities to count with the children, for example, as they climb up and come down the stairs. Children enjoy opportunities to paint and use writing materials developing early mark making and creative skills. The childminder plans outings in the local community where children socialise with other adults and children. On their outings the children explore the natural world, noticing the weather and things they see around them. In the park and garden children run and climb demonstrating their developing physical skills and agility. Younger children benefit from opportunities to crawl and reach for toys the childminder places a little out of reach, developing coordination and balance well.

Children's developmental progress is observed and recorded. Their progress is illustrated clearly through comments, photographs and regular reviews of their progress. This enables the childminder to plan effectively and ensure children have appropriate opportunities to extend their skills and knowledge. The childminder demonstrates a good awareness of developmental stages and manages children's behaviour well. Simple consistent house rules enable children to develop their awareness of appropriate behaviours. The childminder sets a good example to the children through her calm, well mannered interactions with them. As a result children are well behaved. Children receive regular meaningful praise and encouragement that encourages their participation in activities and helps to build their self esteem.

Simple effective familiar routines to the day aid the children's sense of security and also help to ensure children have the energy to enjoy their play opportunities. The childminder ensures they have opportunities for outdoor fresh air activity, stimulation, a rest time and regular snack and mealtimes. She is adaptable and responds to children's individual needs. For example, a young child who will not settle to sleep in a cot responds to a cuddle on the sofa with the childminder, falling asleep in her arms. Children enjoy a healthy varied and nutritious diet each day, with frequent opportunities for drinks.

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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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

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