

Inspection report for early years provision

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Inspection date	01/05/2012
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 lives with her partner and three children aged seven, four and three months old. They live in a three bedroom home in Aylesbury, Buckinghamshire; close to local schools and amenities. Children have access to a large and secure garden. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for three children under eight years; of which two may be in the early years age group and none may be under one-year-old. The childminder is also registered to provide overnight care for one child from one year of age to under eight years of age. Currently there are two children on roll, of which one is within the early years age range.

The childminder is happy to take and collect from local schools/nurseries. The family have a pet dog that is not at the home during the day and two cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides children and their parents with a welcoming and inclusive environment. Children are happy and settled in her care. Robust policies, procedures and risk assessments help to keep children safe and protect their well-being. Positive relationships with parents, the childminder's effective knowledge of how children develop and the good use of resources ensure that overall children's needs are met well across all aspects of learning. The childminder demonstrates a strong capacity for her continuous improvement.

What steps need to be taken to improve provision further?

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

- engage babies in varied physical experiences to extend their physical development skills, awareness of space and senses, and coordination indoors and outside.

The effectiveness of leadership and management of the early years provision

The childminder has clear policies and procedures to protect children's welfare and meet all the requirements of the Early Years Foundation Stage. All reasonable steps are taken to ensure that children are kept safe in the home or when out and about through the robust risk assessments which the childminder has conducted. The childminder understands her responsibilities to identify any child at risk of harm and to liaise with the appropriate child agencies. Arrangements for

documenting attendance, accidents, incidents and medication are appropriately in place; and maintained confidentially. Children's records are clearly completed.

There are currently no early years children attending other settings or agencies but the childminder is aware of the importance of working in partnership with others to support children's continuity of care. The childminder has highly positive relationships with parents who understand the procedures in place to keep their children healthy and support their safety and development. Parents are provided with timely information about their children's progress and an effective two-way communication process by means of daily diary ensures that the childminder and parents share and have up-to-date and coordinated information.

The childminder has a warm and caring manner. She is highly motivated and enthusiastic in her approach and has set herself clear targets for her future practice. These targets include further training and enhancing the outdoor learning experiences for children. The childminder has effectively evaluated her provision and as a consequence can easily identify her strengths. She has also taken on board the views of parents and as a result demonstrates a strong capacity for her continuous improvement and the outcomes for children are good.

The childminder actively promotes equality and diversity. She has a good understanding of children's backgrounds, their likes/dislikes, interests and routines. Children are happy and settled because they feel valued. Children are provided with a range of play, toys and outings which supports their understanding of the diversity of their wider world. The use of good quality toys and resources attribute to the strong outcomes for children and as a result children are achieving well and their development is good.

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

Children are happy and settled. They are making good progress and have warm relationships with the childminder who cares for them. Children enjoy a range of play. For example, they learn how to stack cups from an early age whilst talking about the colours of the cups. Children play their toy tambourine and bells. They snuggle up to look at books together, enjoy puzzles and squeal with delight in pretend games of hide and seek or role playing with cups, saucers and a tea pot. The childminder proactively makes very good opportunities to communicate with words and facial expression to enhance baby's skills for their future learning. She has effectively started to encourage young children's physical skills in walking, crawling and pulling up against the sofa. However, further planned experiences to extend this in order to provide more opportunities and activities to engage young children's awareness of their own space and coordination are not yet fully in place. However, young children enjoy a range of physical play outside of the home, including soft play, parks and toddler groups.

Children are safe and secure and clearly demonstrate a sense of belonging. They understand the routines of the day and are supervised well at all times. Children

are confident and from an early age are happy to decide on and choose their own toys. They play well together and their behaviour is very good. Children are becoming extremely active and inquisitive. This is due to the childminder's good understanding of their needs and her through planning and ability to communicate with them. As a result young children are able to vocalise and imitate the childminder whilst communicating their own feelings.

Children are able to show through their body language that their needs have been met extremely well. The childminder has established very good routines for feeding, sleeping, nappy changing for example. From an early age young children understand the importance of washing hands and faces and brushing their teeth. The childminder's healthy eating policy and good liaison with parents who currently provide children's meals ensures children receive highly nutritious, balanced meals. Children have various opportunities to receive fresh air and exercise. Excellent routines help children show their feelings, settle with a cuddle and story prior to their nap and understand about a healthy lifestyle.

The childminder has a good knowledge and understanding of the Early Years Foundation Stage framework. She has compiled delightful development books for the children, which clearly show their progress. Photographs complement the informative and clear observation notes and enable the childminder to identify and plan for children's next steps. These records are shared with parents who are invited to comment on children's progress and consequently are able to understand how to support their child's continuous development at home.

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	1
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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