

## Inspection report for early years provision

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<b>Unique reference number</b>	EY439078
<b>Inspection date</b>	26/07/2012
<b>Inspector</b>	Sonjia Nicholson
<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 2012. She lives with her husband and two children in a three-storey town house, on a newly constructed residential estate on the outskirts of Aylesbury. Children have use of all rooms on the ground floor, some rooms on the first floor and a bedroom on the second floor. The enclosed garden is available for outdoor play. The family have two rabbits and two cats. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for four children under eight years at any one time, of these one may be in the early years age range. There are currently two children on roll, both are in the early years age range. The childminder is also registered to care for two children overnight.

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

Overall the quality of the provision is good.

Children are confident and happy in this welcoming setting. They take part in a wide range of planned activities that meet their individual needs and cover all areas of learning. Links with other providers are not yet fully developed but children make good progress in their learning and development overall. The childminder demonstrates a good capacity for continuous improvement. She constantly reflects on her practice and makes changes where necessary. The childminder has identified areas for future development, such as, enhancing the outdoor area.

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

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

- increase the support for children to manage their own personal hygiene, for example, by reviewing the hand drying facilities
- strengthen links with other early years providers in order to share information so children receive a consistent learning experience.

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

The childminder has completed a safeguarding course and understands her responsibility to protect children. The childminder is well organised. For example, she maintains a record of planned activities and the daily routine, along with a diary and grid to ensure ratios are met at all times. She maintains all required documentation accurately and confidentially. Risk assessments are carried out to

highlight any potential hazards; for example, a child lock has been fitted to the cupboard containing cleaning materials and stair gates are in place to prevent access to the first and second floors. Children take part in a monthly evacuation drill, so they understand how to leave quickly and where to congregate safely. Fire safety equipment is in place, such as, a fire blanket and smoke detectors on all levels which are checked each month to ensure they are in working order.

Children use all rooms on the ground floor including a dedicated playroom that is bright and stimulating. They have easy access to a wide range of good quality toys and equipment that children have helped organise on low level units. Suitable furniture, such as, a comfortable sofa and child-sized table and chairs are also in use. The childminder knows the children well and recognises their differing backgrounds. She intends to gather further information by involving them in completing a 'Little Book All About Me'. This includes details of their home, pets, favourite things and friends. The childminder is happy to let children use her camera to take photographs and they are very keen to start this project. Children are learning about events in their own lives and those of other people. They chat about their forthcoming holiday and help celebrate the childminder's daughter's birthday by arriving with a card for her, playing with her balloons and making cupcakes. Children made flags and torches to wave as they excitedly watched the Olympic Torch Relay pass by the childminder's home. Children's understanding of diversity is further promoted by taking photographs to add to a book called 'The People We Meet'. They include staff from the Children's Centre, people at the toddler group and members of the childminder's family.

Through the self evaluation process the childminder has identified what has improved since registration and thought about her future plans. She intends to complete further training to enable her to implement the revised Early Years Foundation Stage framework and enhance the garden by laying turf to create a lawn for children to play on. The childminder has successfully marketed her business through several websites and by ordering stickers, a sign and postcards which she has distributed locally. She has some professionally presented information for parents including a welcome pack and range of written policies and procedures to ensure they know what to expect from her service. The childminder has worked with parents to decide on the preferred method of feedback which is currently verbally at the end of each day. Where children have attended another early years setting the childminder has attempted to make contact but this has not been entirely successful in helping her gain information to provide them with a consistent learning experience.

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

Children feel safe and demonstrate a strong sense of belonging. There is a good rapport between them and the childminder as they relate well to her kind, calm manner. Children establish firm relationships with the childminder's own children which means they play cooperatively and have fun together. For example, they

play 'peek-a-boo' at the dining table which results in lots of giggles. Children make a positive contribution to the setting as they behave appropriately. They receive lots of praise from the childminder, such as 'good making' and she acknowledges their efforts by displaying their artwork in the playroom along with an achievement chart. Children are encouraged to develop good manners, for example, the childminder reminds them to say 'please' and 'thank you' if they forget. She also promotes turn taking, sharing and how to use toys carefully. For example, she reminds them to use their 'gentle fingers' when completing jigsaw puzzles when they try and force pieces in. Children are developing their personal skills as they independently switch the light on, go to the toilet and wash and dry their hands afterwards. However, only one towel is provided which does not fully promote children's personal hygiene. Children enjoy healthy food provided by the childminder. For example, at snack time they sit together at the table and have chopped banana, cheese savoury biscuits and yoghurt covered raisins. At lunchtime they choose what filling to have in their sandwich and have more fresh fruit. Children have plenty of drinks in their own beaker or cup throughout the day so they are not thirsty. There are ample opportunities for children to gain exercise in the fresh air. As there is currently limited access to some parts of the childminder's garden, children visit lots of play parks where they can run freely and use large equipment to develop their confidence and co-ordination and increase their physical skills.

The childminder makes regular worthwhile observations of the children and uses this information to plan for their individual needs. For example, she supports a child's emotional development by talking about other people's feelings, reading stories and using balloons with different faces to help them develop empathy towards others. Planning covers all areas of learning and means children participate in a wide range of activities and outings. Consequently, children are making good progress in their learning and development and secure many skills for the future. Children develop their social skills as they go to toddler groups and increase their basic information, communication and technology skills as they use a tablet computer and camera. They engage verbally with the childminder who chats freely to them at all times and introduces new vocabulary, such as 'mane' when they stroke the 'lion head' pet rabbits. Children use mathematical language freely during their play. For example, they know they need 'one more' as they count the puzzle pieces and talk about the rabbits 'big' eyes on the 'side' of his head. They count to ten and beyond as they play 'hide and seek'. Children express themselves creatively as they paint, stick and create things and use their imagination as they dress up in a range of outfits. This leads to them going off into the garden to have an 'adventure' which they find very exciting.

## 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

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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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