

Inspection report for early years provision

Unique reference number	116380
Inspection date	31/03/2009
Inspector	Margaret Moffat
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder registered in 1990. She lives with her husband and three adult children, in the Oakridge area of High Wycombe. The childminder uses the whole of the ground floor of the house for childminding. Toilet and rest facilities are available on the first floor. 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 may care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in this age group and seven children between five and nine years, mostly on a part-time basis. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy close and caring relationships with the childminder which increases their sense of trust and helps them develop. The childminder knows each child well and this enables her to meet their individual learning and development needs. She has a good understanding of inclusion and how to promote it. The childminder is beginning to reflect on her practice and has identified some areas for improvement which indicates her capacity to improve is good.

What steps need to be taken to improve provision further?

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

- review and amend record keeping to ensure it is personal to the setting
- further develop systems for observation and assessment to show children's next steps in learning and provide opportunities for parents to share in their children's learning

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

- ensure a record of the risk assessment clearly stating when it was carried out, by whom, date of review, and any action taken following a review or accident is in place (Safeguarding and welfare)

13/04/2009

The leadership and management of the early years provision

The childminder has effectively addressed the recommendations made at the last inspection to improve the outcomes for children. For example, children practise the emergency evacuation to ensure they know how to leave the premises in the event of an emergency. She has attended several training course such as Safeguarding Children and Introduction to the Early Years Foundation Stage and this shows her ongoing commitment to improving her setting.

Children play in a safe environment where the childminder has taken effective steps to minimise the risks to them. She demonstrates a good understanding of how to keep them safe both in the home and on outings. Daily visual checks are completed and safety equipment, such as cupboard locks, socket covers, and smoke alarms on all levels of the property, are in place. However, she does not have a system to record or review risk assessments undertaken. The childminder is fully aware of her role in protecting children and all adults in the home are suitably checked. She is clear about the procedures to follow should she have any concerns about a child in her care.

All required documentation, policies and procedures are in place to ensure the safety and welfare of the children. However, some children's details are recorded on local authority headed forms and are not personal to the setting. The childminder develops good relationships with the parents and this benefits the children. Information regarding their care and development is shared verbally on a daily basis to keep parents up to date with the progress their children are making when they are with the childminder. However, the childminder does not provide opportunities for parents to see their children's development records to further share in their learning. The childminder has made effective links with providers, such as pre-schools, to further support children's learning in her setting.

The quality and standards of the early years provision

The childminder demonstrates a good understanding of child development and the activities she provides to ensure children make good progress in all areas of learning. The childminder takes time to get to know the children in her care so she can support them in their play and learning. Observations are undertaken both visually and written and along with photographs provide the childminder with a record of how children are progressing along the early learning goals. However, the system is not always effective as it does not show children's next steps in learning.

Children are confident and relaxed and clearly enjoy their time with the childminder. She creates a comfortable environment where children access a range of resources that are suitable for their age and stage of development. Good relationships are evident and children have fun and enjoy themselves. As the childminder and children engage in conversations the childminder asks open-ended questions to encourage children's thinking and recall what they have been doing. Children enjoy looking at photographs and show great delight as they recall

previous activities and experiences they have been involved in, for example, learning to skip and being dressed up as a clown.

Children have opportunities to mark make and some children are beginning to write their own names and recognise letters, numbers and shape. For example, when using chalk books children listen to the childminder as she encourages them to follow the arrows to make letters, shapes and numbers. They sound out the letters that make up their name and confidently name the shapes and numbers that they recognise. As they look through samples of art work they proudly show visitors their work and show how they have written their own name. Children sort and match chalk into colours and count as they do this. The childminder extends the activity by asking the children how many there are for each colour and how many there are altogether, children are praised for their efforts. Children's understanding of the wider world is well promoted through books, resources and activities. They have opportunities to be involved in cultural days run by the local childminding group and see a range of people in the local community as they visit the dentist, shops and hospital with the childminder. Outings to places such as the 'discovery centre' contribute to children's understanding of the environment as they learn about recycling and water. The childminder reinforces this in the home as children are encouraged to recycle using the boxes provided. Children enjoy visits to the local farm, parks, recreation grounds and outdoor play in the garden. This allows them to develop an understanding of a healthy lifestyle as they access the fresh air and have opportunities to exercise and develop their physical skills as they play on the equipment, such as a climbing frame and swings.

The childminder is a good role model and this encourages good manners and respect for others. Praise and encouragement promote children's self-esteem and sense of belonging and children tidy away activities without prompting. Children develop good personal hygiene practices. They routinely wash their hands at appropriate times and are encouraged to become independent in their toileting. Visual displays are used as an aid to remind children to wash and dry their hands and flush the toilet. Children learn how to keep themselves safe through activities and discussions with the childminder. They show good awareness of road safety as they confidently inform visitors of the procedure they follow as they look and listen and if no cars are coming they can cross the road.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.