

Inspection report for early years provision

Unique reference number	EY242688
Inspection date	05/07/2011
Inspector	Mandy Gannon
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 registered in 2002. She lives with her husband and three children, who are aged 13, 11 and eight years, in Frieth, near Marlow. The childminder uses most of the ground floor of the house for childminding, with bathroom and sleeping facilities provided on the first floor. There is an enclosed garden for outside play.

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 under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding six children on a part-time basis, of these four are in the early years age group. The childminder makes use of local facilities such as parks, the library and toddler groups. The family has a dog, two rabbits and tropical fish.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are secure and settled in a caring, homely environment. The childminder makes positive relationships with parents and the local school, in order to meet the individual needs of each child. A sufficient range of toys and resources are available. Children make satisfactory progress in their learning and development although there is little planned adult-led activity and systems for using observations to inform planning are still being developed. The childminder has taken positive steps to improve her provision. The childminder has identified areas for further improvement, as she continues to develop her service. However, a breach in a requirement impacts on children's learning and development.

What steps need to be taken to improve provision further?

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

- ensure that there is a balance of adult-led and freely-chosen or child-initiated activities, delivered through indoor and outdoor play (Organisation).
- 19/07/2011

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

- develop further awareness of the responsibilities under food hygiene legislation, including registration with the relevant Local Authority Environmental Health Department

- develop further systems for regular evacuation drills and record in a fire log book any problems encountered and how they were resolved
- develop a systematic and routine approach to using observations and assessment to plan the next steps in a child's developmental progress.

The effectiveness of leadership and management of the early years provision

Children are protected as the setting is suitably organised. The childminder has a sound knowledge and understanding of her role, with regards to safeguarding. The childminder has a clear understanding of the signs and symptoms of abuse and neglect. She has appropriate policies and procedures in place, including local contact details in order to promote children's welfare and safety, protecting children from harm. Risk assessments have been carried out and children have practised evacuation drills, although a record of these and the problems encountered has not been maintained.

Children can freely move around the ground floor both indoors and outside. They are able to access suitable areas, including a dedicated playroom, where children are beginning to self-select from an appropriate range of toys and resources. The childminder continues to improve her practice and is developing further opportunities for children to make choices, as she has begun to label toy boxes and make an album of the resources and toys available.

Although learning takes place in the setting, and children are making sufficient progress, the use of observations and assessments are not effectively used in planning the next steps in children's learning. Activities are mainly child-led with little planning which means that children are not always appropriately challenged. Equal opportunities and diversity are adequately promoted in the setting. Outcomes for individual children are improving, as the childminder develops links with the local school and supports children in her care as they learn to read, narrowing the gap in their achievement.

The childminder establishes positive relationships with parents and carers. She provides an adequate up-to-date exchange of information in order to support their children's care, well-being and development. However, she does not regularly share her records of children's progress and does not include parental observations in these records. This means that parents are not fully engaged in their children's learning.

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

Children are broadly content and settled. They make some choices about the toys and activities, which they want to play with. For example, a young child shows a particular interest in the family pets and develops a positive attitude to the care of animals, as they gently feed the dog and rabbits. The childminder knows the

children well and has a sound knowledge of the Early Years Foundation Stage, and reasonable teaching methods meet children's needs. The childminder has begun to make basic observations and assessments, although this is not used effectively in planning activities. This means that children's individual learning needs are not fully planned for.

A secure environment is provided and young children demonstrate they feel safe, as they make choices to go outside and explore the garden. They are happy to play by themselves with the childminder close by, as they make patterns in the sand and play with the trains. Children are secure as they are aware of established routines, and move towards the highchair as lunchtime approaches, and happily go to bed after lunch.

Children benefit from sound hygiene practices as infection is minimised. Children are encouraged to wash their hands prior to eating food, and surfaces are cleaned, although children sometimes need reminding to wash their hands after toileting. Children develop an understanding of healthy eating as the childminder has grown herbs with older children. She takes children to a relative's house where they collect eggs and pick vegetables and fruit. Children freely access water and are reminded to drink frequently, in order to remain hydrated. Regular opportunities to access the outside and participate in physical activities, is encouraged as children access the garden, walk to and from the local school and walk in the surrounding rural area. Children are provided with healthy, nutritious balanced snacks and meals, which are cooked and prepared by the childminder. However, the childminder is not aware of her responsibility under food legislation and has not registered with the local food standards agency.

Children are well behaved and build positive relationships with the childminder and her family. Clear, consistent boundaries are established, as older children are involved in establishing the house rules, which are displayed and remind them of expected behaviour. Children display a strong sense of belonging; they bring comforters from home which they take to bed. They are happy and cuddle into the childminder as they feel tired, willingly going to bed. Children's confidence and self-esteem is developed through praise and encouragement. Children are developing their responsibility in the setting and regularly have opportunities to socialise and be involved in activities in the wider community as they visit local toddler groups and music sessions.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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