

Inspection report for early years provision

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Inspection date	05/10/2009
Inspector	Maura Pigram
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2004. She is a qualified nursery nurse and has a Level 3 NVQ in Childcare and Education. She lives with her children aged seven and four years in Little Chalfont, Buckinghamshire close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, there is a secure garden for outdoor play. A bedroom is used for rest and sleep purposes. One of the bedrooms is currently being used as a playroom. The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding one child in this age group. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She collects children from local schools and regularly takes children to age appropriate groups. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. The childminder uses her expertise to ensure she has a well developed knowledge of each child's needs so that welfare and learning can be effectively promoted. Children are fully included, happy, safe and secure, documentation to support their safety is mostly in place. A strong partnership with parents is a key strength of the provision. They are very well informed about their children's progress although not yet fully involved in the monitoring process. The childminder is committed to developing practice and has an accurate understanding of areas to develop so that outcomes for children are continually improved.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- review the culture of reflective practice so that it includes children's views and that of their parents or carers and use this to identify the setting's strengths' and priorities for development that will improve the quality of provision for all children
- provide natural resources that can be used in many different ways to facilitate children's play and exploration, refers to treasure baskets.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder ensures she has up-to-date information to help her protect children if she has any concerns. She has

investigated a safeguarding course and is due to start this shortly so that this knowledge base can be enhanced. Vetting procedures for family members have been carried out providing reassurance to parents that those in contact with children are safe to do so. In addition, she has procedures in place such as keeping a visitor's book so that a log can be maintained of all visitors. A recommendation made at the previous inspection related to recording emergency evacuation procedures is now in place and children are fully aware of procedures to follow. The provision is very well organised to ensure children feel valued and secure.

The childminder has a clear vision for the future, she is highly motivated and experienced in meeting the needs of a wide age range of children so that they are fully included in the provision. She has identified areas to develop and she continually reviews her practice. Regular training is undertaken and information gained is effectively used so that outcomes for children are improved. For example, a recent Early Years Foundation Stage (EYFS) course led to the updating of her detailed policies and procedures. An oversight has meant risk assessments for outings are not formally recorded. However, the childminder undertakes effective practical steps to ensure children are safe both indoors and outdoors.

Partnership with parents is valued. For example, diaries are used to share information, parents are encouraged to contribute to the planning of activities for their children and discussions are held on a regular basis when children are not in attendance. In addition, parents are provided with a copy of all policies and procedures. Although the input from parents is welcomed, this feedback is not yet used to inform her self-evaluation procedures. The childminder has established appropriate links with other providers delivering the EYFS so that information can be shared.

The childminder actively promotes equality of opportunity and works with parents to meet their individual needs. She is mindful of ensuring all children have equal access to resources so that positive steps are taken to close any potential achievement gap between genders. She ensures her knowledge about each child's background and interests is regularly reviewed. In addition, she ensures her own knowledge about cultures is up-to-date.

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

Children are settled and enjoy the time they spend in the childminder's care. Their overall development is effectively promoted because the childminder dedicates her time to them. For example, the childminder spends the majority of her time playing and positively interacting with the children. As a result, children thrive in this well organised safe provision. They confidently choose favourite resources from the wide range available, such as trains and musical instruments. However, they have less opportunities to explore natural materials. Children demonstrate a strong sense of security as the childminder is loving and caring towards them. They learn how to keep themselves safe through 'play rules' such as only one child on the trampoline at any time. During walks to and from school the childminder

reinforces road safety to all children. The childminder works very closely with parents to ensure children's needs are effectively met. For example, a daily diary is used to inform parents about individual activities and the progress children are making. She is in the process of organising a meeting with parents when children are not present so that progression and individual needs can be discussed in detail. In addition, regular discussions about sleep and eating patterns ensure there is an effective continuation of care. Nutritious meals such as 'Popeye pasta', a pasta bake with spinach and cheese and traditional meals are provided if parents wish. Meals provided by parents are stored appropriately. Children including babies and the childminder sit together during meals so that social skills can be promoted. Consistent boundaries such as house rules are applied so that children learn right from wrong and know what is expected of them. Suitable strategies such as saying 'no, no' and simple explanations ensure children behave well.

The childminder has a secure understanding of the Early Years Foundation Stage (EYFS) therefore, children make good progress towards the early learning goals. A systematic approach is used to make sensitive observations of the children as they learn through play. These are used to inform planning and the next steps in their learning is identified. The childminder refers to the EYFS guidance when planning the next steps in the children's learning so that appropriate developmental activities and experiences are offered. The childminder modifies activities to ensure all children can fully participate according to their abilities. For example, babies are included in painting sessions by enjoying finger painting whilst older children experience using a range of paintbrushes and various art materials. Information sheets detailing children's interests and starting points are regularly completed by parents. These are effectively used in planning and in the organisation of resources. For example, due to an avid interest in a popular train character the childminder ensures a stimulating train activity table is set up ready for children's arrival, resulting in children settling easily. Babies are helped to develop their early physical and communication skills, they actively explore their surroundings with curiosity and interest. The childminder ensures resources are easily available and rotates these between the ground floor space and the well resourced play room on the first floor.

Positive interaction ensures children make good progress in their communication, physical skills, language and literacy and numeracy; for example the childminder includes children in all discussions, babies are responded to with interest so that their early language skills are well supported. They show increasing levels of concentration as they sort shapes into an interactive toy. Children regularly visit the library and many other age appropriate venues such as soft play areas and the local children's centre where they enjoy a range of activities including musical sessions. Nursery rhymes and number songs promote children's understanding of numeracy. Older children are helped with homework and enjoy taking part in baking and imaginative play activities such as dressing up in a wide range of costumes, including those that reflect diversity. Children's understanding of diversity and difference is enhanced as they celebrate festivals and special occasions such as birthdays. In addition, they take part in regular outings within the local community and visit places of worship. This means that children learn to value aspects of their own lives and those of others.

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

How effectively is the Early Years Foundation Stage led and managed?	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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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