

Inspection report for early years provision

Unique reference number	EY314673
Inspection date	09/11/2010
Inspector	Ann Guy
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 re-registered in 2005 after having a short break from childminding. She originally registered over 20 years ago. She lives with her husband and three children aged 24, 15 and eight years in Eddlesborough, Buckinghamshire. The childminder uses the ground floor for childminding with toilet facilities on the first floor and there is a fully enclosed garden for outside play. The family have a pet dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for a maximum of six children at any one time. She is currently minding four children under five and six children before and after school and during school holidays. Many of these only attend part-time. The childminder takes and collects children from local schools and pre-schools, and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled in this friendly, family home that has a dedicated space for play and respects each child's individuality. The childminder spends much of her time stimulating, extending and developing the children's skills, knowledge and understanding, ensuring all make good progress. Observations are made against all six areas of learning and the childminder has a good understanding of each child's developmental level although the recording of these needs some development to clearly show the children's progress. Comprehensive risk assessments of the house, garden and outings ensure the safety and welfare of the children at all times and are supported by clear accident and medication records, although minor amendments will improve the accident records. The childminder continually reviews her practice and adapts it to meet the changing needs of the children in her care.

What steps need to be taken to improve provision further?

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

- further develop the system for recording observations to clearly show how children are progressing in all six areas of learning and identify the next steps of learning to inform future planning of activities
- ensure the accident record book contains all the required details including the time of accident and any action taken

The effectiveness of leadership and management of the early years provision

The childminder fully appreciates her responsibility with regard to all aspects of safeguarding and positively promotes children's welfare. She keeps the local authority information with regard to child protection readily accessible and fully understands the procedure to follow. Parental permissions and acknowledgements are in place for all accident and medication entries, although the time of accident is omitted. Very clear and comprehensive risk assessments ensure the safety of the children whether at the house or away from it, with many areas checked every day. The childminder continues to ensure the care and education offered meets the individual needs of the children, making adaptations and changes as necessary.

The childminder has attended courses, as well as local meetings with other childminders and the development worker, to assist her in the delivery of the Early Years Foundation Stage and recording of observations. Some changes to the methods used for recording observations have been recently implemented and still require further amendment to fully reflect the children's achievements. Toys and equipment are all stored in boxes and on shelves in the dedicated playroom, freely accessible for the children, with the exception of the games console, which is kept in the lounge and used by the older children. The childminder spends the majority of her time playing alongside the children, effectively developing their play, seeking out additional resources when appropriate. She has a wide range of resources for all ages that cover all six areas of learning and also positively promotes equality and diversity. This is done through a wide range of resources including dressing-up clothes, small world toys, play houses, puppets, puzzles and books. She has a particularly nice child friendly book on sign language which the children enjoy.

The childminder gets on well with all her parents and some have given her glowing open references, which are kept in her information file. She aims to meet the individual needs of the children and their families, talking to parents on drop off and collection, ensuring they are fully informed about their child's time in her care. She has developed close links with the pre-schools which some of the children attend, enabling the sharing of information and the consistency of care. This has been particularly useful when children have additional issues that may require individual attention.

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

Children settle quickly and play happily in the welcoming atmosphere of this family home. The childminder organises some adult led activities, like making spoon puppets or some other form of art and craft, as well as cookery on some days. She takes children to groups to meet and play with other children of the same age and ensures every child has plenty of time for self-selection and free-play. This balance

of activities enables children to follow their own interests, some of which the childminder will pick up on with an art or craft activity to further develop. Throughout the childminder closely monitors the children and ensures their safety, playing alongside them, developing the language skills, knowledge and understanding. The day rotates around pre-school and school drop off and pick up times with good use made of the local environment and park when away from the house.

The children had a play house with dolls, kitchen and food items, and were playing in parallel, with the childminder supporting them all. In order to further develop the play the childminder found some shopping lists and shopping baskets which were given to each child. The list showed pictures of items for the children to collect. The childminder assisted the children in understanding what to look for next, asking the children what the picture was of and then repeating the word with the colour attached, for example red strawberry. At times she asked the children to count the number of things in their basket. This game stimulated the children and promoted a lot of language and discussion between the children and childminder, for instance identifying their favourite foods or things they did not like. This was a very good example of an activity where the childminder was bringing in most areas of learning and ensuring her conversation was appropriate to the level and understanding of the child.

Each child has an observation book in which the childminder writes specific observations. She then identifies the key areas of learning achieved by the observed activity. These observations do not always show all the areas of learning covered and do not identify the next steps for learning arising from the activity. The method used for recording observations also makes it difficult to easily see the child's progress in all areas and aspects of learning, although the childminder is able to verbally explain exactly where each child is and what she plans to do to offer further challenge the children.

The health and well-being of the children is very positively promoted through good personal hygiene practices and procedures, which include the use of paper towels every time a child washes their hands to minimise any spread of infection. Children are shown, through activities and the daily routine, how to keep themselves safe both at the house and when away from it and this is supported by clear house rules, the behaviour management and bullying policies and the safeguarding policy and procedure.

Children have access to the entire ground floor plus the bathroom on the first floor. The main play area is the conservatory which has been turned into a dedicated playroom, although when the weather is very hot children tend to move the toys into the lounge where it is cooler. The lounge is mainly used by the older children before and after school. The garden is very small and so the childminder regularly takes children to the nearby park and also has an agreement with her neighbours that enables her to section off part of the enclosed rear car park with mobile fencing, giving the children space to use wheeled toys. The childminder provides a drink and healthy snack for the children, which is generally fruit, and the parents provide all other meals.

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	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

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	2
The extent to which children make a positive contribution	2
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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