

Inspection report for early years provision

Unique reference number	EY316948
Inspection date	05/08/2009
Inspector	Jan Leo
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 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 2005. She lives with her husband and their two daughters, aged three and eight years, in Princes Risborough, Buckinghamshire. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play. Children rest or sleep in a bedroom upstairs.

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 five children under the age of eight years, of whom two may be in the early years age range. The childminder currently looks after nine children in total, of whom five are in the early years age range. All attend on a part time basis.

The childminder has a Diploma in Nursery Nursing.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has an excellent understanding of the Early Years Foundation Stage requirements and successfully plans and implements a stimulating programme of activities to help all children make very good progress. She liaises fully with children's other carers to enhance what children do elsewhere and happily links with health professionals to address children's specific developmental requirements. The childminder is committed to improvement and actively seeks out training to keep up to date and develop her skills further. She monitors all aspects of her service continuously to identify areas for improvement and routinely researches training opportunities to find out what is on offer to help her overcome any weaknesses. Most documentation used to support the service is clear, concise and informative but risk assessments sometimes lack detail.

What steps need to be taken to improve provision further?

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

- make sure all risk assessments routinely include both the date of completion and a review date as a means of monitoring ongoing safety
- develop an effective system to prevent germs and dirt from building up on textile covered surfaces to improve hygiene.

The leadership and management of the early years provision

The childminder is committed to providing a professional, high quality service to benefit all who attend. She gets to know the children well in order to adapt the day to suit them individually, planning specific activities to help babies sit up and develop listening skills with older children. The childminder forms strong bonds with parents and carers to discover children's starting points and progress

elsewhere so that she can develop children's interests and ideas effectively. As a result, all children are eager participants and they concentrate very well for lengthy periods to, for example, 'grow' and cut Playdoh hair squeezed through holes in the scalp of small figures, scrape potatoes to make soup and create bracelets to adorn their wrists. Adults see valuable progress records to ensure they feel involved in their children's ongoing development, each containing information about how activities link to the areas of learning and suggesting possible next steps. The childminder regularly reviews her policies and procedures and gets adults to sign to acknowledge when they have seen them, ensuring they stay abreast of any changes to the service on offer. The childminder keeps a list of useful training courses for the near future, and the dates when her own certificates expire, in order to plan refresher training well in advance of the expiry dates.

The children have a high level of supervision and support at all times to ensure they play safely and understand the things they encounter. The childminder monitors safety both on and off site, as a continuous process, and she notes any necessary action to ensure ongoing safety. She has a very secure understanding of child protection procedures and her responsibility to safeguard children from harm. She keeps local reference material handy to aid a referral if concerns arise. Most aspects of health and safety are well met, but hygiene is compromised by messy play contaminating carpets and textiles within the home. For example, the childminder removed plastic covers from her dining chairs to prevent children from slipping, but craft materials and food debris now stain the fabric severely attracting dirt and germs.

The quality and standards of the early years provision

The children thoroughly enjoy the activities on offer, using their imaginations very well to shape and mix Playdoh as they make various items from their own ideas. They use potato peelers, cutlery and scissors to develop coordination and physical skills, talk about what they make to demonstrate their knowledge of the world as they develop their communication and language, and share equipment fairly while working together in harmony. The children clearly express their opinions when discussing who likes marmite and who likes cheese, recognising people's differences. They dress in Chinese outfits and eat Chinese food with chopsticks to learn about another culture, and they talk through what they do when problem solving and reasoning things through. The children learn through practical and relevant activities to ensure they get a good understanding of modern life. Some eagerly sweep the floor after messy play taking some responsibility for keeping the environment tidy. All strive to be the best at helping to tidy away ready for lunch but the childminder distracts them well to avoid arguments, suggesting they 'race' a timer to see if they can pack away before it runs out. One runs to find it, showing an awareness of where the resources live and demonstrating growing independence and confidence.

The children chat as they play, young children learning from their older peers and receiving additional support from the childminder to enable them to succeed at what they do. All receive a high level of praise for good manners and achievements to develop their self-esteem and encourage good behaviour. The

children are very sociable and all get on well together. They know how to behave and generally receive an explanation to ensure they understand the consequences of their actions. However, occasionally the childminder forgets to offer a reason when dealing with her own children within hearing distance of those that she minds. As a result, there are some missed opportunities to reinforce messages regarding good behaviour.

The childminder is skilled in linking learning to cover all areas within child-initiated play. She completes both formal and informal observations, recording valuable information to help her track coverage of each aspect of the curriculum to ensure children progress well in all areas. She offers a varied programme to broaden children's interests and all children join in fully and feel they belong as part of the family.

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?	1
The capacity of the provision to maintain continuous improvement.	1

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?	1
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?	1
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?	1
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

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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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