

Inspection report for early years provision

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Inspection date	14/03/2011
Inspector	Kim Mundy
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 has been registered since 2006; she lives with her husband and three children in Little Chalfont in Buckinghamshire. All of the ground floor of the house and the childminder's own bedroom are available for childminding and there is a fully enclosed garden for outside play. The premise is accessed via several steps. The childminder walks and drives to local schools to take and collect children, and she attends local pre-school groups.

The childminder is registered to care for a maximum of six children at any one time and of these, three may be in the early years age range. She is currently minding two children in this age range. When working with an assistant, together, they may care for no more than six children in the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are having fun as they learn through play. Overall, the childminder's system for planning and assessing children's progress is good, and trusting relationships are established with parents to benefit the children. Safety and health aspects of the childminding service are well managed to ensure children's welfare. The childminder's process for self-evaluation is good and she is keen to make continuous improvement to benefit the children and their families.

What steps need to be taken to improve provision further?

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

- provide opportunities for parents to be involved in their children's on going assessment process and setting future targets
- strengthen the system for planning and assessing children's future learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of safeguarding children. She knows the possible signs and symptoms of abuse, and the correct procedures to follow if she has concerns. In addition, adult household members have been through relevant Criminal Record Bureau checks. Children's welfare is positively promoted; the childminder maintains her first aid certificate to enable her to manage accidents appropriately. The childminder undertakes thorough risk assessments to ensure that children are safe and secure in her home and on

outings. All of the required documentation is well organised, suitably maintained and shared with parents. Therefore, children's health, safety and well-being are promoted.

The enthusiastic childminder is able to make accurate judgments about her childminding service and she seeks parents' views as part of her self-evaluation process. She is able to make continuous improvement as she is very keen to develop her knowledge and skills through attending training courses, for instance, safeguarding and food hygiene. All of the recommendations from the previous inspection have been put in to place to further promote children's health, safety and learning.

Children are treated as individuals and their interests are taken into account when planning their day. There is a good range of toys and resources, which includes those which help children to develop an understanding of multicultural Britain. As and when the need arises, the childminder is very happy to work with other professionals to benefit the children in her care, for example, school teachers and dieticians.

The childminder establishes caring and supportive working relationships with parents. She gives parents daily verbal feedback about their child's routine and development, and they have access to their child's informative written learning journal. However, they are not fully involved in their children's on going assessment process and setting future targets. Positive comments from parents include, 'I would not hesitate to recommend the childminder' and 'the childminder is a warm and caring person, and the children respond well to her'.

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

Children are learning to take responsibility for their own safety, for example, as they are taught how to use scissors and to cross roads safely. Furthermore, they take part in regular fire evacuation procedures so they know what to do in the event of a fire. The childminder helps children to learn behaviour suitable to good learners, for instance, they learn to share and take turns during matching games.

Children have good opportunities to learn about healthy lifestyles as they wash their hands spontaneously before lunch and after toileting. They are given nutritious snacks and meals that encourage healthy eating and their individual dietary requirements are catered for. The children enjoy a selection of home cooked Chinese foods and they regularly receive water and milk to drink throughout the day. The implementation of the childminder's sick child policy minimises possible cross-infection because children do not attend when they are ill. Record keeping for accidents and medication is accurately maintained to further promote children's health and well-being. Children experience fresh air and exercise everyday as they play in the garden, go to pre-school settings and parks. They are increasing their physical skills as they run, climb, slide, crawl and steer wheeled toys.

The childminder knows the children very well and she helps them to make good progress in their learning. Through discussions with parents, written information and initial observations of children during their play, the childminder establishes a baseline assessment for their future learning. Overall, she has established effective systems for planning and assessing children's progress and she is keen to further enhance the planning for their individual learning. Play underpins all development and learning for young children.

Children are absorbed in small world play with animals in the farmyard and they squeal with delight as the cars race down the ramp of the garage. They establish good eye contact with the childminder during their play as she makes suggestions and encourages their speaking and listening skills through asking open questions. Children develop their early-writing skills as they use pencils and crayons to make marks. They enjoy looking at books and listening to stories at the childminder's house and the library. Children experience many art and craft activities, such as painting and sticking, and this helps them to develop their creativity.

Children are developing skills for the future; they are finding out how things work as they play the musical key board, use toy telephones and many other programmable toys. In the garden, children enjoy digging, planting and watering the flower beds. They are increasing their problem-solving skills as they fit puzzles together, post shapes, stack rings and build with different construction toys. The childminder rewards children's achievements with consistent praise which in turn boosts their self-esteem and confidence.

Children visit many places of interest with the childminder, such as the station, park, library, farm and pre-school settings which enables them to learn about their local community. They are learning about other people's beliefs as they celebrate festivals, such as Chinese New Year when they made lanterns and enjoyed a special meal. Children are clearly enjoying the time and attention they receive from the childminder. They are making good progress in their learning and development, which helps to prepare them for their future education.

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	2
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	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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