

Inspection report for early years provision

Unique reference number	EY380122
Inspection date	18/07/2011
Inspector	Julie Biddle
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

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 registered in 2008. She lives with her two children, in Loudwater, close to High Wycombe Buckinghamshire. Most of the ground floor of the childminder's house is used for childminding and there is a fully 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 is registered to care for a maximum of six children at any one time. There are currently two children on roll in the early years age group. The childminder takes and collects children from local schools. She attends the local toddler group and takes children to the local library and park.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning needs are promoted effectively overall. The childminder is very kind and caring towards the children and manages their behaviour well. Children are confident and sociable and readily turn to the childminder for cuddles and support. Effective partnerships with other professionals and parents promote the children's individual needs well. The childminder demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the systems for observational assessment, to further promote children's next steps in learning
- develop the range of available resources to further promote children's awareness of diversity.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of safeguarding children procedures and knows her role in protecting the children in her care. She has completed thorough records of risk assessments for both her home and outings in the community. The childminder helps children to learn about keeping themselves safe when out in the community. For example, children learn about road safety and how to help keep themselves safe when they go to feed the ducks. The childminder obtains all required parental permissions. She shares all her policies and procedures with parents at the outset to ensure they are well informed about her roles and responsibilities towards their children.

The childminder has excellent partnerships with parents. Parents are informed about their children's learning and development every day with a detailed diary of events. This ensures they feel part of their child's day and learning experiences. They are provided with high quality information about the childminding service and the Early Years Foundation Stage framework. As a result, they are informed about how their children learn and develop. A four-week settling in period means parents are able to share their children's routines, such as sleeping and eating patterns with the childminder. Consequently, the needs of the children are known and effectively met. All parents are consistent in their praise of the childminder and feel she is 'friendly and kind with a happy disposition'. In addition, the childminder works hard to build good partnerships with others who care for the children. Therefore, effective partnership working helps the childminder to provide consistently good care for all the children.

The childminder has a designated play room for the children's use and has arranged the resources at the children's level. This enables them to independently select their preferred resources and make informed choices about their play. The childminder has good systems in place to self-evaluate her work and promote improvement. She has identified areas for development, for example, by recognising that she would like to further enhance her knowledge of childcare and related issues. She has considered further training in this respect to promote children's well-being and learning as well as the ongoing improvement of her work.

The childminder provides an inclusive learning environment where all children are treated with respect and kindness. She ensures the learning environment is available and accessible to all children meaning they all have an equal chance to learn and develop. Children's individuality is recognised and nurtured by the childminder. She knows them well and has a good knowledge of their individual needs and requirements. The childminder offers age-appropriate resources and activities suitable to each child's age and stage of development. As a result, children are suitably challenged and make good progress in their learning and development. The childminder has established very secure relationships with parents to ensure a combined approach for children's individual well-being and learning.

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

The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage framework. She continually talks to children about what they are doing and makes all experiences a learning opportunity. The childminder keeps detailed observations of the children's learning. However, these do not always clearly demonstrate the child's next steps needed in learning or challenges to be set. Plans include a balance of adult directed and child-led activities and the childminder responds to the interests of children.

Children are developing skills for the future, including good communication skills. They talk enthusiastically as they play and enjoy opportunities to explore picture books. They develop their emergent writing and make marks by selecting and using coloured pencils and large crayons. Children have good opportunities to develop physically. For example, they climb on large play equipment such as the slide at the local park and enjoy walks in the local woods. The childminder successfully supports children and as a result, they know she is always there to assist them as needed. Children develop problem solving, numeracy and reasoning skills well, for instance, as they count when climbing on the slide. They also understand concepts of more and less. This is evident as they confidently decide how many dinosaurs have two or four legs and which number is the greater. In addition, they piece together a range of puzzles.

Children enjoy good opportunities for creative play, for example, as they take their dolls for walks and make cups of tea in the play kitchen. Children's personal, social and emotional development is developing well and they are heard to make comments, such as 'please' and 'thank you'. They learn to respect the environment as they tidy away the toys. In addition, they have made very good bonds with the childminder and gain emotional comfort as they run for hugs as they play. Children develop their understanding of the world well, for example, as they learn about ice. They discover what they can build with it and what happens when it melts. The children develop an understanding of other cultures through visits in the local community and celebrating events such as Easter and Chinese New Year. However, the range of available resources that promote children's awareness of diversity is more limited.

Children are learning about keeping safe, for example, when they go out within the community, they talk about how to cross the road safely. They participate in fire evacuations, which equip children with a good understanding of how to help manage their own safety. Children behave well and display a strong sense of belonging and security within the childminder's home. The childminder is a good role model who encourages the children to be respectful and polite to others. Children are learning to be healthy. For example, they know when to wash their hands and have good opportunities for fresh air and exercise. Children are content and settled because their health, physical and dietary requirements are well met. Children play independently and are becoming active, curious and inquisitive learners.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----