

Inspection report for early years provision

Unique reference number	EY392110
Inspection date	14/10/2009
Inspector	Ann Hilary 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 registered in 2009. She lives with her husband and one child aged 12 years, in Princes Risborough. The childminder uses several rooms of the bungalow for childminding. There is an enclosed garden for outside play. The childminder makes use of local facilities, such as parks, the library and toddler groups.

The childminder may care for a maximum of six children at any one time and is currently caring for one child under five. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a warm welcome and individual attention in this family home. The childminder spends all her time with the children and is very good at offering activities to stretch and develop their thinking and understanding. Some clear observations, identifying the areas of learning covered, together with ideas for future planning are beginning to show how the children are developing against the early learning goals. Clear and regular updated risk assessments, both for the house and garden and for regular outings, show how the safety of the child is paramount and the steps taken to ensure this. The childminder constantly reviews her practice and identifies areas for further improvement in order to meet the individual needs of the children.

What steps need to be taken to improve provision further?

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

- further develop understanding of the Early Years Foundation Stage and how to use the documentation effectively, especially when recording observations.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of what it means to safeguard the children in her care and promote their welfare. She has taken suitable steps to ensure the areas of the house used by the children are as safe as possible and other areas are inaccessible with the use of stair gates. The childminder has a very good understanding of her role with regard to child protection and has all the relevant local authority information readily available.

The childminder has researched in books for additional information to help her offer a broad range of activities and has booked herself onto some training courses to further her knowledge. She has an extremely good range of books and

resources to use with minded children and demonstrates a very good ability when working with the children, introducing ideas to stretch them and develop their skills, although she has difficulty without referring to the documentation in identifying the breadth of skills children are using during an activity. The childminder rotates the activities available for children giving as broad a variety as possible to meet each child's interests and offer sufficient opportunities for challenge to enable the children to experience most areas and aspects of learning. Children enjoy the childminder playing alongside them and assisting them to develop their skills and abilities. The childminder has some toys and books that reflect the diverse culture of the world and takes the children to the library regularly where they talk and read many different books together, a large number of which depict different cultures and disabilities.

The childminder maintains a clear record of all her risk assessments, both for the home, garden and regular trips. This ensures the children remain as safe as possible whilst in her care and identified concerns are dealt with immediately. The childminder is continually aiming to improve the care and education she offers to the children and regularly evaluates her provision in order to do this.

Very good liaison has been established between the childminder and the parents. They share information on a daily basis, enabling the childminder and parents to both have a clear picture of the child's development. No links have been made with other professionals, although the childminder demonstrated clearly how she would develop this if a child in her care also attended another provider. She has a very good understanding of the importance of this and has thought of ways she would like to use to gain information in the future.

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

Children are very settled and happy in this home from home environment. A good range of resources, especially books, covering all areas of learning, are readily available with additional resources stored around the home to offer rotation and variety. Children freely choose from the resources and enjoy the adult-led activities provided, which include music and art and craft activities plus opportunities to play in the garden and help to pick vegetables. The childminder is constantly with the children, supporting, observing and developing their play as well as ensuring their safety at all times.

A wide range of different activities with pens, pencils and crayons, encourage the children to develop their pencil control, with quite young children able to demonstrate good skills in colouring accurately and beginning to form letters. The childminder tries to spend part of the day in the fresh air, playing in the garden or going for walks, and takes children to the local library where they enjoy exploring the wide range of books and listening to stories. Children demonstrated their skills with balls, kicking and throwing them accurately, as well as moving to music, all positively supported and encouraged by the childminder.

A daily diary records all the activities offered and shows how the children have

been and what they have really enjoyed. The information in this is discussed with the parents each day upon collection. The childminder takes many photographs which show the wide range of activities she offers and also the enjoyment of the children. Parents are able to have copies of the photos for their records. Some clear observations show the range of activities each child has been engaged in and clearly identifies the learning that has taken place and looks at future activities to further develop their skills. The childminder has only completed a few of these as she is still finding her way through the Early Years Foundation Stage documents. The full development of the child can be clearly seen through the comments in the daily diary alongside these observations, demonstrating the childminder's skill at providing activities that both offer challenge and stimulation alongside her understanding of child development.

Children's health and well-being is positively promoted through the very good personal hygiene practices and procedures in place within the house. The childminder also ensures their safety when away from the house, in her car or walking, by using suitable seats for the children's age groups in her car and teaching them about road safety. She is very sensitive to the individual needs of the children and skilled at ensuring all are fully included. The childminder's calm manner together with the constant praise and encouragement enable the children to make good progress in all areas of learning and also help them to understand appropriate behaviour.

Children have access to the lounge, one bedroom, the kitchen and bathroom, with access to the other rooms prevented by the use of stair gates. They do all their messy activities in the kitchen, which has access directly to the garden. The lounge tends to be used mostly for quiet activities with the hallway and kitchen providing plenty of space for children to explore the equipment available for them. Parents provide suitable healthy lunch boxes for their children with the childminder providing additional fresh fruit or breakfast, if required. Drinks are readily available throughout the day.

The childminder is happy to care for any child and works with the parents to ensure she meets their individual needs and understands any special diets they may have. The relationship developed between both the children and their families positively promotes children's learning and development in all areas.

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	3
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	3
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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