

Inspection report for early years provision

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Inspection date	02/02/2010
Inspector	Kristin Hatherly
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 was registered in 2009. She lives in a house in the village of Flitwick, Buckinghamshire. Local amenities such as library, shops, park, school and pre-school are nearby. Minded children have access to all of the downstairs of the childminder's home, and the bathroom upstairs. There is a secure garden and level access to the house.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register, to care for six children at any one time. She is currently caring for six children in the early years age range and one child in the later years age range at different times.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and stimulating environment where the childminder recognises each child's individuality and effectively promotes inclusive practice. They make good progress in all areas of learning because the childminder is skilled at interacting with them and provides a good variety of activities and resources to promote their learning. There is effective communication between parents and other providers which helps to promote continuity for children. All the required policies, procedures, records and consents are in place. Overall, the childminder has a clear understanding of her strengths and areas for improvement, demonstrating a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the evaluation of observations of the children so that they more clearly link to the areas of learning and identify the next steps children need to take in their learning.
- develop further a culture of reflection and self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively through the childminder's good understanding of safeguarding issues and the Local Safeguarding Children Board procedures. Her knowledge and understanding of how to effectively safeguard children ensures the welfare of every child remains of paramount importance. The childminder carries out clear risk assessments and ensures the written record is reviewed regularly to maximise children's safety. Children learn about road safety when they are on

outings. A fire evacuation plan is on display and fire evacuation drills are carried out and recorded regularly. As a result children are cared for in a safe environment. All policies and procedures effectively promote children's welfare overall. The childminder maintains clear records of children that are used appropriately to promote their health and safety. The records are stored securely and confidentiality is maintained at all times.

Children are purposefully engaged in a varied range of fun and interesting learning activities. Resources are well used to maximise children's learning potential. For example, toys and resources are freely available both indoors and out, and the furniture and equipment is suitable for children of all ages and stages of development.

Equality and diversity is promoted well within the childminder's practice and she takes this responsibility seriously, encouraging children to develop a good understanding of these issues, according to their age and stage of development and awareness. For example, there is a good range of resources to reflect diversity and disability and there are themed menus to encourage children to try foods from other countries. All children are treated as individuals and the childminder ensures that every child has equal chances and opportunities to reach their full potential. Since registering the childminder has developed a clear view of most of her strengths and areas for development, and has ideas for changes to improve the quality of care she offers to the children. However, she is less clear about the weakness in the system for observing children's progress.

The partnerships with parents contributes towards promoting children's achievements and good progress. The childminder ensures that she has regular chats with parents who are also encouraged to provide their own comments with regard to their children's care and learning development. Written diaries are provided for babies and toddlers, and parents are also encouraged to write comments in the diaries. The childminder maintains a regular two-way flow of information with other providers to ensure continuity of care and learning.

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

The childminder co-childminds with her daughter and children are happy and settled in their care. They are valued by the childminder who respects their choices and warmly acknowledges their achievements which helps them to feel secure. Younger children are learning how to share and to play co-operatively together, because gentle reminders help them to negotiate, take turns and understand the needs of others.

The childminder has a good understanding of how children learn through play. She ensures that children have access to and use a wide variety of well chosen activities and resources. This means that children are making good progress towards the early learning goals. She shows this in the detailed profiles for children with observations, samples of work and photographs. However, her evaluation of this information is not always linked meaningfully to the areas of learning and

sometimes misses identifying what the children need to do next.

Children develop communication skills through questioning and good conversations when they relate what they are doing to their home life. They develop their writing skills through mark making as they are encouraged to write shopping lists when they engage in role play. They learn to enjoy reading as they have easy access to a variety of books. The childminder fosters number and mathematical skills as she makes good use of incidental opportunities to bring number, shape and colour into their play and everyday routines. They also enjoy cooking activities which develop their understanding of weighing and measuring. Children use their senses to explore textures and the world around them. For example, they investigate the consistency of snow and ice and what happens when it melts. They experiment with foods such as rice krispies and jelly. Children learn about sustainability through visiting charity shops and participating in recycling.

Children are encouraged to keep themselves healthy and safe because the childminder helps them to develop good hygiene habits. They wash their hands at appropriate times using individual towels to dry their hands, thus helping to prevent the spread of infection. Children are well behaved because they are well occupied and learn good self-discipline and consideration for others from the childminder's good role modelling and interactions.

The childminder encourages children to have a healthy attitude towards food because she provides a good range of balanced and nutritious meals and snacks. Clear information is gathered from parents about children's dietary requirements and this ensures children eat safely. The childminder provides an inclusive environment where each child is valued and clearly relaxed and comfortable in her care.

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	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

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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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