

Inspection report for early years provision

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Inspection date	15/06/2010
Inspector	Maura Pigram
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 with her husband and three children aged 12, 10 and seven years in Amersham, Buckinghamshire. The whole of the house including a playroom is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time. She is currently caring for five children from 18 months to age seven years who attend at various times. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder walks and drive to local schools to take and collect children. She takes children to parks and age-appropriate venues. The family have a dog and a cat as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is extremely well organised and demonstrates commitment to her work. Warm, secure relationships with the childminder, together with a range of exciting and stimulating activities, ensure that each child is extremely secure and settled. The childminder knows each child well which enables her to meet their individual learning and development needs. Her positive approach to inclusion ensures children learn to respect each other and learn about the wider world. She works closely with parents and they share valuable information that promotes children's welfare. She is yet to develop a partnership with others outside the setting. She reflects on her practice and recognises how to bring about improvement that benefits the children.

What steps need to be taken to improve provision further?

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

- develop a partnership with other providers who deliver the Early Years Foundation Stage where children attend, such as, nursery.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role in safeguarding children. All adults within the home are suitable to be in contact with children. Detailed risk assessments including those of individual children at various stages in their development help her identify any potential hazards. Her home and garden are very welcoming to children and positive steps are taken to ensure they are as safe as possible at all times. The childminder's consistent attention to children's individual needs and extremely good quality interaction means that children

develop a clear understanding of how to keep themselves safe during their play.

The childminder is passionate about her work with children and shows commitment to developing her knowledge of childcare and education. For example, she takes part in regular to ensure all children's welfare and learning is fully promoted. She takes part in regular childminding forums where ideas for good practice are shared and she is keen to attend further training such as updating her safeguarding knowledge and developing her knowledge on the Early Years Foundation Stage requirements. Resources and equipment used of are high quality and effectively support children's inclusion, learning and development. Careful consideration is given to equipments suitability and positive steps are taken to ensure children's views are taken on board when acquiring any new resources. The layout of the rooms in the childminder's home and the storage of the broad range of equipment means that children thrive and benefit from the childminder's care.

Close partnerships with parents contribute to children feeling fully included. Home visits before children start and information gathered through an 'all about me' document provides the childminder with detailed background information about each child. Positive comments from parents include 'my child loves coming to the childminder' and 'I am over the moon and really happy with the standards of care'. Daily discussions take place and the childminder completes a diary for each child so that parents feel valued and are involved in their children's learning. The childminder is considering developing learning journals so that each child's progression can be more effectively monitored and shared with parents. The childminder is yet to develop partnerships with other providers to ensure progression and continuity of care and learning can take place. The childminder carefully maintains all required documentation and has a comprehensive set of policies and procedures. She self-evaluates her practice and includes views of children and their parents. She has highlighted her strengths and is now focussing on ways to improve, such as, continually training and development of the garden area so that children can enjoy planting and growing.

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

The childminder spends quality time getting to know the children and finding out what activities they enjoy. This means they make good progress towards the early learning goals because they are interested and motivated to learn. This ensures children have a positive attitude to learning and enables the childminder to ensure each child is fully included. She plans a good range of activities such as imaginative play, cooking and creative activities linked to children's interests, such as, animals and football. Although her system of assessment and planning is still in the developmental stage, she shows a good understanding of how to support individuals so that activities are achievable yet challenging and children feel secure and settled.

The childminder creates an environment that contributes positively to children's learning. For example, tables and chairs of various sizes create an interesting area for drawing, writing and creative activities. The layout of the playroom and the

artefacts displayed on the wall create added interest such as the map of the world which is used in discussions related to the world cup or where children have been on holiday. The childminder skilfully extends their knowledge and interest through age-appropriate discussions, stories and creative activities. For example, children enjoy creating flags representing various countries and hearing stories related to different parts of the world, such as, South Africa. These contribute positively to children learning about diversity and different aspects of the world. The broad range of resources are easily available in the playroom and living room and children are happy to play independently or alongside their friends so that they become curious and inquisitive learners. Their independence is fully supported and they have varied opportunities to develop skills for the future, such as, measuring, sharing and taking turns. For example, children enjoy cooking items, such as, banana bread. During this time they are introduced to early mathematical skills as they weigh the necessary ingredients, older children are encouraged to read the recipe. Children's self-esteem is actively promoted so that they develop good behaviour that is appropriate to young learners. For example, praise for achievements no matter how small is continually used and rewards, such as, stickers provide children with purposeful responsibility. The childminder effectively supports language development in very young children by providing excellent interacting with them during their play, she is interested in what children say and do, natural conversations take place so that their language skills are fully supported. Drawing, imaginative play and modelling with play dough encourages children's creative development. They also have access to a wide range of board games which encourages co-operation skills and numeracy skills.

Children's health is effectively promoted through consistent routines that help prevent the spread of infection. Rest and sleep takes place according to children's needs. The childminder works closely with parents to ensure that children have a healthy diet and plenty of drinks. They have daily opportunities to enjoy fresh air and exercise in the well-resourced garden. Use of an awning ensures children are protected from the sun during their play. Children's understanding of safety is promoted during all aspects of their day including walks to and from school. In addition, the childminder completes risk assessments of each child's safety awareness and takes effective measures to ensure they are as safe as possible at all times ensuring they develop a strong sense of security at all times.

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	1
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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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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