

Inspection report for early years provision

Unique reference number	EY405456
Inspection date	22/06/2010
Inspector	Clare Perry
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 2010. She lives with her husband and two children aged four and seven years. They live in a house in the village of Wingrave on the outskirts of Aylesbury in Buckinghamshire. It is close to the local school and other amenities in the village, such as the shop and pre-school. Children have use of all rooms on the ground floor and easy access to the fully enclosed garden. The childminder is registered for overnight care and there are facilities situated on the first floor for two children to sleep comfortably. The family have a cat and fish. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight years, two of whom may be in the early years age range. There are currently five children in the early years age group on roll, all of whom attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a high quality service to the children and their families; overall her provision is good with some outstanding elements. The childminder meets children's individual needs well, and planning for their individual learning and development needs is developing well. The childminder is very good at recognising, acknowledging and valuing the uniqueness of each child, seeing them very much as individuals who will develop at their own pace and in their own way. The childminder has good strategies and plans in place to support every child so that no group or individual is disadvantaged. All children make good progress from their starting points in their learning and development; this is well described and partly documented by the childminder. Partnerships in the wider context to promote good quality education and care are outstanding and the childminder has worked hard to develop these with the other settings that children attend and within the local community. The childminder demonstrates a very strong capacity to maintain continuous improvement. She has clear and relevant plans for improvement and the process of self-evaluation is effective. However, she does not fully plan and provide a range of experiences for children or fully undertake sensitive observational assessment in order to plan to meet their individual needs.

What steps need to be taken to improve provision further?

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

- continue to plan and provide a range of experiences to include a balance of adult-led and child-initiated activities, delivered through indoor and outdoor play and continue to undertake sensitive observational assessment in order to plan to meet young children's individual needs.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. The childminder maintains a safe and secure environment for children and has effective strategies in place to keep them safe when out and about, such as learning about road safety. The childminder has good written safeguarding and child protection policies in place with clear information about the process she would follow if she was concerned about a child or an allegation was made against her. The childminder also has a written complaints procedure in place to ensure parents know what to do if they have concerns and also what the childminder's responsibilities are in terms of complaints. The childminder has effective written risk assessments in place to cover the home, garden and all outings which she maintains up to date and reviews; she also makes regular notes of any issues or changes needing to be made. All records, policies and procedures required for the safe and efficient management of the setting are well maintained.

The childminder sees ongoing training for herself as an important part of the setting's development; she has attended a number of courses since registration, such as 'Reflecting Multi-Cultural Diversity Through Play' and 'Safeguarding Children'. She is currently doing her NVQ level 3 to facilitate this as well. The childminder is committed to providing the best quality service she can for the children and their families. She enjoys working with them and ensures she is able to dedicate as much time as possible, doing routine tasks when the children are not around. She is striving to continually improve her service and through the self-evaluation process is clear about what is good and working well and has identified appropriate aims for future development and improvement which are realistic and challenging.

The deployment of resources by the childminder is outstanding. She is very well organised and has planned her home to be dedicated to the care of children. There is a large amount of space for the children to move around and play freely within different rooms which are designated for different types of activities and experiences. The garden is extremely well planned and equipped to offer the children a range of exciting experiences and activities, including an area dedicated to digging in the soil. This helps to meet the needs of children and to achieve high quality outcomes. The childminder demonstrates a commitment to sustainability; she recycles as much as possible through the local authority collection schemes but also tries to reuse as much as possible in the setting, such as for modelling. The childminder promotes equality and diversity and an inclusive provision. This is mainly done through play, discussion and activities. She ensures the children are able to respect cultures and religions and celebrate festivals and to appreciate and value others.

The childminder's partnerships with other providers, organisations and services, and parents are outstanding. She has worked hard to establish and forge partnerships with other settings the children attend. She has met with the children's key people and discussed their progress and development. This ensures the children receive a full and complimentary Early Years Foundation Stage

delivery and their needs are well met by significant adults working effectively together. The childminder keeps parents fully informed about their child and the provision through newsletters, daily verbal communication, daily diaries and the children's records. She seeks their views and feedback through regular meetings and questionnaires, acts upon suggestions they make and uses these to develop her provision.

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

The children access a wonderful child-dedicated environment, which is bright and extremely welcoming. They have access to a wonderful playroom, with lots of posters and many well labelled drawers of resources, enabling them to make choices and be independent. Children move freely and confidently around the environment and in and outdoors. They access a garden which is extremely well equipped with dedicated areas for different types of play, such as creative play with sand and water, physical play on the trampoline and bikes and an area to dig, plant and grow things. Children have their own labelled peg and drawer, ensuring they feel a sense of belonging and can be independent. Children are happy and settled in the setting. They actively participate in a balance of adult- and child-led activities both in and out of doors, that foster active learning and exploration. Children are free to explore the environment and garden and are also taken on outings to explore further, such as to local groups, the library and parks. Children participate in enjoyable and challenging experiences across the areas of learning. Each week children participate in a show and tell session, giving them the opportunity to share something from home with the childminder and the other children. Children talk freely to the childminder; they enjoy spending time together and play well. They are able to make their wishes known and if they cannot articulate this, then they will take the childminder by the hand to show her. They are very independent and are encouraged to do things for themselves, for example, putting their plate up on the kitchen work surface, or pouring their own drink. Children enjoy story sacks related to their favourite books, such as the digger story, this gives the opportunity for them to hear positional and mathematical language. Children are exposed to numbers regularly within the setting; games are played to support problem solving skills and children can count to five. Children have daily opportunities to access ICT; they use the computer and access a children's laptop and calculator. Children enjoy using their large motor skills on a daily basis, they manage different levels and steps in the garden well. Children enjoy exploring different media, such as play dough and oats.

The childminder is extremely effective in her support of children's learning and development; she has a good knowledge and understanding of how to deliver the Early Years Foundation Stage. She works closely with the children at their level. She is extremely well organised and prepares activities and experiences in advance to ensure they are easily accessible when she wants to offer them to the children, such as a large tub with oats and lots of containers for pouring and exploring. The childminder is creative in her offer of resources, sourcing guttering, tubing and empty boxes and then the children use their imagination to decide how to use these in their play. The childminder explains all the time what is happening and

what her intentions are, so children are kept fully informed at all times and know what they are going to be doing, thus helping them to feel secure. The childminder has a good knowledge and understanding of additional learning and/or development needs and has strategies in place to identify these through the observation and assessment process. The childminder has a flexible planning approach, which depends on children's well-being and needs on a daily basis and based around what she knows about children's individual development, her targets for them and the current theme, though this is currently not formalised or recorded well. Children are consulted within the planning process about what they would like to do. Information from observation and assessment is developing well to plan activities that are tailored to the needs and abilities of individuals, though again this is not formal or well recorded. The childminder completes a learning journey and daily diary for each child to show development, progress and identified goals. These include supporting transitions and settling in, broadening horizons, toilet training and making friends with local children. All of these are then used by the childminder to decide which activities and experiences she is going to offer the children to ensure they make progress and achieve their goals.

The childminder realises that taking risks is necessary for children's development and allows this to happen extremely well, whilst ensuring children are and feel safe. All dangers are discussed as soon as they arise with very clear explanations, such as reminding to keep bikes on the flat section of the garden and how to sit on the chair safely, so they don't fall off the chair and bump their heads. The childminder helps children to adopt very safe and responsible practices allowing them to take risks in a controlled and safe way. Children show they feel safe as they are happy and confident, separate from their parents well and go to the childminder if they need support or reassurance. Children understand and learn how to lead a healthy lifestyle. They enjoy physical activity on a daily basis. They learn to understand the benefits of physical activity through discussions with the childminder and through activities and books. The children have helped to make an 'Eat a Rainbow of Colours' poster, learning about making healthy food choices. There is access to fruit and water at all times. Children have their own toothbrushes and toothpaste, use individual towels after hand washing and are reminded by clear visual aids to wash their hands. Children behave well; they understand the rules and boundaries through the written and pictorial house rules and gentle verbal reinforcement from the childminder. They talk about other feelings and are encouraged to say sorry if they hurt each other. Children learn to respect one another's opinions and make appropriate choices and decisions.

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	1
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
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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	1
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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