

Inspection report for early years provision

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Inspection date	12/12/2011
Inspector	Victoria Vasiliadis
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 2011. She lives with her partner and two young children in the Stoke Mandeville area of Aylesbury. The whole of the house is used for childminding, except the master bedroom and there is an enclosed rear garden for outdoor play.

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 the age of eight years; of these, one may be in the early years age group. She is currently caring for two children within the early years age range who attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are making good progress in their learning, and effective systems are in place to monitor their development. The children benefit from the good relationships the childminder has formed with their parents. The systems for information sharing with others, in order to complement the children's learning, continue to evolve. The children are cared for in a safe and stimulating environment and their individual needs are well met. The childminder is able to accurately reflect on her strengths and weakness. Therefore, her capacity to make further improvement is likely.

What steps need to be taken to improve provision further?

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

- Further develop partnerships with other settings in order to enhance the children's development and progress towards the Every Child Matters outcomes.

The effectiveness of leadership and management of the early years provision

The children are cared for in a safe and secure environment. This is as a result of the childminder's vigilance in ensuring that potential hazards both indoors and outdoors are reduced. For example, the main entrance and exit points are locked and the keys placed out of the children's reach. In addition, the childminder conducts risk assessments on her premises and maintains a written record of these checks. The childminder ensures that she checks the identification of visitors and maintains a written log of those who visit. All adults in her home have up to date checks and remain suitable. The childminder has a comprehensive understanding

of child protection procedures and is aware of the possible indicators that children may display if they are being harmed. She is fully aware of the reporting procedures to follow, should she have concerns, and the procedures to follow in the event of an allegation. The childminder has all of the legally required records in place to ensure the safe and efficient management of the setting.

Children are provided with a wide range of resources, equipment and activities that are fit for purpose, safe and suitably maintained. The childminder has only been minding for a short period of time, however, she recognises the significance of reflective practice on improving outcomes for children. For example, she wanted to develop her knowledge of child protection and therefore completed a training course. In addition, the childminder wishes to provide children with greater opportunities to develop their all round learning. For example, one of her aims is to take the children to visit a dentist, so that they can develop their understanding of health issues further. The childminder has sought the views of parents via a questionnaire, and comments from parents about the service provided are positive.

The children benefit from the positive relationships that the childminder has built with the parents. She ensures that parents are kept informed about their children's progress and achievements as she talks to them on a daily basis. She also makes daily entries in the children's link book which is shared between her and the parents. Parents are also informed of her policies and procedures and reminded that they can access their children's developmental records as they wish. As a result, parents are kept fully informed about their children. The childminder is in the very early stages of developing links with others involved in the care and education of the children. For example, she briefly talks to the teachers about the children's day when she collects them from school.

The childminder successfully supports the needs of children. She works with the parents to find out the children's individual needs, such as their dietary requirements, any health issues, languages spoken or cultural requirements. This ensures that the children's individual needs are identified, well planned for and consistent care provided. All children are made to feel welcome and the home is set up with the children's needs in mind. For example, children are able to independently access resources as they are stored at low-level and attractively presented in the play area. The children are supported in developing an understanding of diversity, as the childminder acknowledges festivals such as Diwali and Christmas. Children can access some resources that are reflective of the wider community, such as books and posters. The childminder wishes to increase the selection of resources that she has, to further promote the children's understanding of equality.

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

Children make good progress in relation to their starting points and capabilities. This is a result of the effective systems that are in place which identify children's likes, dislikes and interests. Observation and assessment processes are successful

and planning is based on the next steps in the children's learning. Consequently, children are provided with a stimulating learning environment. For example, they thoroughly enjoy playing with the cars and mat.

The children enjoy looking at books and having stories read to them. The childminder involves the children in the stories and she continuously talks to them and asks open-ended questions. This supports and encourages children's communication and language skills. For example, she talks to the children about the foods eaten by the caterpillar in the story and uses prompts to support the children's interest further. Children enjoy accessing the interactive toys such as, the alphabet caterpillar and pop up toys. They show an interest in numbers and enjoy counting everyday objects, such as the number of pieces of fruit eaten by the caterpillar in the story. The childminder supports the children's social skills. For example, she reminds them to share and take turns during their play. Children's behaviour is managed in a calm manner by the childminder, who sets clear and consistent limits. Children are given lots of praise and encouragement for their efforts and achievements which promotes their self-esteem and confidence. Consequently the children are supported in developing skills for the future.

The children are supported to develop an understanding of how to keep themselves safe in relation to their ages and levels of understanding. For example, children learn about the procedures that must be followed in the event of a fire, as the childminder routinely practises the evacuation procedures. In addition, the childminder takes her lead from the children. For example, the children make pretend cups of tea for the childminder, who uses this as an opportunity to talk to them about hot drinks why they must be careful. Children's health is well supported, as the childminder has clear information available about any allergies or dietary requirements that must be adhered to. She ensures that food provided by the parents is stored appropriately and heated up well. She ensures that snacks are healthy and children are encouraged to try a variety of fruits, such as apples, raisins and bananas. Children's physical development is promoted as they play in the garden and local parks or go for walks, which contribute to developing healthy lifestyles.

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	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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