

Inspection report for early years provision

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Inspection date	14/06/2012
Inspector	Aileen Finan
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2011. She lives with her mother and son aged seven years, in Bourne End, Buckinghamshire. The whole of the ground floor, two bedrooms and the bathroom upstairs is used for childminding. Children also have access to the garden. The childminder walks/drives to local schools to take and collect children. The family have a dog, a cat and a budgie as pets. The childminder works with another childminder, who is also her mother, to provide a childminding home group called Play Days Childminding.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. When working alone she is registered to care for a maximum of five children under eight years; of these, three may be in the early years age group. When working with her co-childminder they are registered to provide care for 11 children under eight years; of these, six may be in the early years age group. Currently there are 11 children on roll, of which 10 are in the early years age group and attend on a part-time basis.

The childminder is also registered to provide overnight care for two children under eight years of age.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder works with her co-childminder and together they provide a happy and welcoming environment for children. The childminder has a strong understanding of the Early Years Foundation Stage framework and children's development. Overall, an effective range of activities and outings provide a stimulating environment and cover all areas of learning. As a result, children are making good progress in relation to their individual capabilities and starting points. Positive relationships with parents are in place and the childminder is working to enhance the partnerships with other providers sharing the care of children. Effective policies, procedures and risk assessments promote children's health, safety and well-being. The childminder and her co-childminder have a good understanding of their strengths and areas for future development, and consequently demonstrate a strong capacity for their future improvement.

What steps need to be taken to improve provision further?

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

- further extend activities which promote children's confidence and language by exploring new sounds and words, role play opportunities, songs and

rhymes

- extend the systems for working in partnership with other agencies and with parents to enhance the continuity of learning for all children at other settings and at home.

The effectiveness of leadership and management of the early years provision

The childminder has a strong understanding of how to safeguard the children she cares for. Her policies are robust and clear and cover all aspects of children's safety, health and well-being. Parents have a clear understanding of the procedures which keep their children safe and healthy; and they sign to acknowledge these. The childminder and her co-childminder are aware of their responsibilities to liaise with the appropriate child agencies, should they identify any concerns about a child. Risk assessments for the home, garden, activities and outings are thorough and robust. Children learn about their own safety, for example, through stories and discussions about walking safely when out and about and practicing fire drills. The childminder maintains children's personal records, daily attendance log, accident, incident and medication appropriately. Parents are made aware of the role of Ofsted.

The childminder works with her co-childminder effectively, and together they provide a welcoming and inclusive environment. The childminder is committed to securing improvement for the provision, and with her co-childminder, she regularly evaluates activities, care and their practice. The childminder has a clear understanding of her strengths and targets for future development. As a consequence, the outcomes for children are good and the capacity for the childminder's continuous development is strong.

The childminder has a good understanding of the Early Years Foundation Stage framework. She clearly understands children's starting points and family backgrounds. The childminder provides children with a wide range of good quality toys and resources, which they can access easily and make decisions from an early age as to what they want to play with. The childminder deploys her time well. Working with her co-childminder, she is able to effectively plan time into the day, so that each child has individual attention to support their particular needs. Children learn about sustainability and recycling. Visits to the library enable children to borrow books and toys, and therefore extend further the resources they use. The childminder actively promotes equality and diversity. She is aware of children's individual needs and supports these well.

There are highly positive relationships with parents. The childminder asks parents to complete an 'all about me' booklet, prior to children starting. Parents receive timely and up-to-date information, which includes daily contact sheets, monthly newsletters, menus and verbal feedback. There are clear and accessible channels for parents to communicate. They can log on to the website, and regular discussions enable them to understand their children's development and care. Recently, the childminder sent out questionnaires to seek parent's views and suggestions. Partnerships with other agencies and organisations, such as local pre-

schools are establishing, and some effective arrangements are already in place. For example, the childminder and her co-childminder have requested an overview of pre-school planning to support the continuity of learning for children. To date, arrangements and systems to further extend these partnerships, and to enable parents to gain a more in-depth understanding of their children's progress and achievements, are not yet firmly in place.

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

Children are happy, content and settled. They have warm relationships with the childminder and her co-childminder, who jointly share the day-to-day care and practice. Children enjoy a wide range of play. For example, they happily move from activity to activity and the childminder effectively uses good interaction skills to promote children's enjoyment of books. They snuggle up for a story using a range of words to promote children's communication. For example, zigzag, up and down, one, two and three, how many butterflies and round and round. However, although the children minded at inspection were young and only recently starting to talk and babble, there were fewer opportunities made to promote children's confidence in language, such as sounds, singing or role play resources. However, overall, children enjoy a range of play in the home and away from it, which include garden activities, shirt designs, mark making, messy play, and walks in the woods, musical instruments, jigsaws and art and craft.

Children are safe and secure. They clearly demonstrate a sense of belonging. The childminder has completed health and safety training, with an emphasis on assessing risks. Children learn to take responsibility for their own safety, also through helping to pack away toys and learning safe places to cross roads. They take part in activities, such as board games, which promote turn taking and sharing. Children understand the routines of the day. The childminder supervises them well at all times. This includes regular checks on children who are sleeping. Children confidently choose their own toys and the childminder promotes this practice through delightful picture books which show the different resources available. Children play well together and their behaviour is very good.

The childminder promotes children's healthy lifestyles by encouraging good hygiene routines from an early age. Children learn about the need to wash hands prior to eating and after playing outdoors. They receive daily fresh air and exercise. The childminder and her co-childminder share the preparation, cooking and serving of meals and snacks. Children are encouraged to be independent when eating. Both the childminder and her co-childminder have completed food safety training. They provide children with healthy and nutritious meals. Children have grown potatoes, strawberries and tomatoes and have their own nature garden outside. All children have personal towels, flannels, and bedding.

The childminder has a thorough understanding of the Early Years Foundation Stage framework. She takes the lead in planning for the children's individual learning and has a strong understanding of each child's background and stages of

development. Each child has a development record and tracking system, which clearly shows their progress. Photographs complement the informative and clear observation notes and enable the childminder to identify and plan for children's next steps. As part of her evaluation, the childminder has devised a new system to collate and maintain a continuous record of each child's progress through set stages, which she plans to share more formally with parents.

Children are developing their skills for the future. Through interactive play with one another and a range of learning activities, they are becoming active, curious learners. They are learning about the diversity of their wider world and have opportunities to be out and about in the community.

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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