

Inspection report for early years provision

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Inspection date	07/08/2012
Inspector	Anneliese Fox-Jones
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 registered in 2012. She lives in Marlow, Buckinghamshire. She lives with her husband and child aged 14 months. Areas of the house used for childminding include the sitting room and two bedrooms. Children have access to a garden.

The childminder may care for no more than four children under eight years; of these, two may be in the early years age group, and of these, one may be under one year at any one time. She is currently minding four children all of whom are in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is caring and supportive and provides a range of activities and experiences that interest and include all children. Sound partnerships with parents are established to support children's continuity of care. Children are valued as individuals and they make steady progress in their learning. However, fire records and systems for observational assessment are not yet fully developed. Children's good health is supported well and their welfare is mostly promoted through secure policies and procedures, which help to keep them safe. Overall, the childminder demonstrates a positive approach towards implementing improvement to her provision and an appropriate capacity to maintain ongoing improvements.

What steps need to be taken to improve provision further?

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

- record details of the fire evacuation drill in a fire log book including any problems encountered and how they were resolved
- develop children's learning through systematic observation and assessments of each child's achievements, interests and learning styles
- strengthen methods to identify children's individual learning priorities and plan relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

Children are protected by the childminder's sound knowledge of her role and responsibility in safeguarding. The childminder has a sound understanding of

effective practice that enables her to safeguard children. Children are supervised with care and attention. They play in an environment where hazards are minimised due to the effective use of risk assessments. This ensures that the child-friendly setting is safe and efficiently managed. Children are kept safe through close supervision. However, the childminder has yet to carry out regular fire evacuation drills with the children and record these details in a fire log book. This is the childminder's first inspection since registration. She has worked hard to get on board with the requirements, as well as developing her professional working relationships with parents. This reflects sufficient capacity to maintain continuous improvement. The childminder is beginning to self-evaluate aspects of her provision. She has a general awareness of the strengths of her provision and readily accepts that some areas require improvement. She is receptive to developing her practice through further self-evaluation.

The childminder is keen to ensure that children spend a happy and supportive time in her care. She provides an inclusive and welcoming environment. Many toys are easily accessible; she ensures that resources and equipment are developmentally appropriate for the ages of the children in her care. Children also benefit from the effective use of many local facilities that help promote their learning. The childminder generally promotes equality and diversity. She knows children well as individuals and treats them with equal concern. Children learn to develop friendships and respect others, regardless of their individual backgrounds. All children are included in the activities. Children access some materials and resources that promote positive images of diversity. These clearly help to develop children's awareness of differences between themselves and others in society.

The childminder promotes successful partnerships with parents. The childminder makes written and informative policies and procedures available to all parents. Parents receive useful information about their child's provision and are asked to share information, when new to the childminder's care. It is clear through parents' letters of thanks and appreciation that they are very happy with the care their children receive. The childminder provides parents with ongoing feedback about their children's progress, through daily summaries and diaries. The childminder is aware of the importance of building partnerships with other settings that children may attend, when this is applicable and demonstrates how this can be achieved.

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

Children are happy in the provision and enjoy exploring an appropriate selection of activities and resources. The childminder is beginning to develop a sound understanding of the welfare requirements, helping children to feel safe and adopt healthy lifestyles. Children's good health is promoted effectively because they eat an appropriate and balanced diet provided by their parents. They are encouraged to be healthy by frequent outings into the community. For example, either they are able to get outside each day into the fresh air, walking to the park or attending local play and stay sessions, where physical skills are encouraged. Children are

kept safe in the home because the childminder maintains suitable safety precautions such as regular safety checks and encourages children to wear slipper socks to ensure they do not slip. They are also beginning to learn about keeping themselves safe when the childminder talks about safety and offers gentle reminders to be careful. Children's behaviour is managed appropriately due to the childminder's gentle, calm and consistent approach in promoting and reinforcing positive behaviour. Praise and encouragement are used regularly to promote children's self-esteem and to develop their sense of achievement. Children's independence skills are promoted, as they are encouraged to feed themselves at meal times. Overall, children receive positive levels of attention, which supports their individual care.

The environment is comfortable and reassuring. Children have access to a variety of age appropriate resources from which to choose. The childminder is beginning to develop a sound knowledge and understanding of the Early Years Foundation Stage. She enhances children's learning by talking to them and increases their awareness of ideas and concepts through her conversation. The childminder gathers sufficient information about children to plan for their needs. However, observation records are not yet embedded to clearly identify what children can do, in order to evaluate and plan for the next steps in their learning and development, as they progress towards the early learning goals. Although the childminder does provide daily notes about children's activities and shares this information with parents.

Young children have opportunities to explore freely and the childminder interacts in order to increase their level of concentration. Children generally experience activities, which promote learning across the six areas. The childminder is developing her knowledge of the children's needs and uses this to prepare relevant resources. Young children new to the provision appear content and enjoy their time with the childminder, developing communication skills through their interactions with her. They are building a warm bond with the childminder, which contributes to them feeling happy and safe. Opportunities exist for children to build, draw and explore various media such as sand, water and play dough, these help them to develop their creative skills. The children's knowledge and understanding of the world is increasing and is supported through simple technology and musical items. They become familiar with the community they live in and there are plans to celebrate different cultural celebrations throughout the year enhancing children's knowledge of the world around them. Young children develop basic skills for the future such as communication, language and mathematical skills through play and day-to-day experiences. For example, as they share books and develop an awareness of number and problem solving through songs, puzzles and shape sorters.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met