

Inspection report for early years provision

Unique reference number	EY297200
Inspection date	10/09/2009
Inspector	Margaret Davie

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 was registered in 2004. She lives with her husband and two children, aged four and six years, in High Wycombe, Buckinghamshire. She is part of the Buckinghamshire Community Childminding Network. The whole of her house is used for childminding and there is a fully enclosed garden available for outdoor play. The family have a pet corn snake.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children at any one time; of these, two may be in the early years age group. There are currently five children in the early years age group, two aged from five to under eight years and one older child on roll, who all attend for a variety of sessions. She supports children with special educational needs and/or disabilities as well as children who speak English as an additional language. She is also registered to provide overnight care for two children under eight years; of whom one may be under one. She attends the local toddler group and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a caring environment where their needs are very well known and met, and they are all fully included. They are happy and relaxed in the childminder's care and go about their routines with confidence. She works very effectively with both parents and other adults involved in their care to ensure that children receive high quality support that is tailored to meet their unique requirements. She evaluates her provision thoroughly, identifying relevant priorities for development and has an ambitious vision and strong commitment to improving outcomes for all children.

What steps need to be taken to improve provision further?

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

- ensure prior written permission is in place from parents for each and every medicine, before it is administered

The effectiveness of leadership and management of the early years provision

The childminder has a very secure understanding of child protection issues and has updated her procedures since the time of the last inspection by obtaining a copy of the Local Safeguarding Children Board guidance. This ensures children's welfare is promoted should she ever have a concern about them. Most required records are in place to promote children's care and she checks her premises carefully to ensure

it is safe for them. She takes good steps to identify and eliminate risks around her home such as preventing access to the kitchen with a stair gate and storing medicines in a high cupboard out of children's reach. She is very positive about providing care for children with additional needs, ensuring their full inclusion by informing herself thoroughly about their individual health and dietary requirements, liaising with other adults involved in their care and attending any necessary training. However, while she is clear about the need to obtain parents' written permission before any medicines are administered, this was overlooked on one occasion. The childminder undertakes regular, well targeted training to improve outcomes for children and is in the process of becoming accredited with her local childminding network in order to provide parents with greater options about where their child receives care. She monitors activities rigorously and identifies challenging priorities for development, regularly seeking the views of parents and children to ensure their needs are met. She is very committed to continuous improvement and the embedding of high standards and equality of opportunity across all areas of her practice. She promotes successful relationships with parents by providing them with regular verbal and written information about her setting and keeps them fully updated about their child's learning and development. Parents report that they are very pleased with her provision and that they are fully consulted about all decisions that affect their child. Her home is well organised to provide children with free access to a stimulating range of resources which promote their learning very well, and allows for independent access to the small, enclosed outdoor play area. This means they develop independence, learn to make choices about the toys they wish to play with and are encouraged to get plenty of fresh air to promote their good health.

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

Children enjoy an exciting variety of activities which are very well suited to their individual needs. This is because the childminder knows them very well and regularly observes and assesses their progress. She uses the assessment information very effectively to inform her planning, thereby ensuring that experiences are well tailored to their developmental stages and help them make as much progress as possible. For example, she encourages a child who is interested in the moon by providing relevant toys and resources, challenging and extending the child's learning by asking open-ended questions about where the moon is and how it could possibly be reached. She involves herself fully in children's play, obviously enjoying interaction with them and takes great pride in their achievements. For example, she recognises and praises a child for thinking carefully about what to say to invite her to join play outside in the garden. She chats to children constantly, giving them excellent support to develop their language skills. She plans a range of activities both indoors and outdoors which promote their progress in the six areas of learning and prepare them very well for the future. Children draw and colour to develop their pencil control and are encouraged to recognise letters on signs while out on walks. They learn about the natural world while investigating snails in the garden and while collecting twigs which they use to make models, thereby also developing their creativity.

Children learn how to keep themselves safe through a range of excellent practical guidance, for example, about being extra vigilant when playing near water. They follow simple house rules to keep themselves safe and learn about the importance of tidying away small toys which might be hazardous to other children. They behave very well, following the very good role model provided by the childminder, who is calm, very attentive to their needs and encourages them with lots of praise. They gain an excellent understanding of equality and diversity, celebrating various festivals from around the world, tasting a variety of foods and learning a few words in children's home languages. They have regular opportunities to socialise with other children at toddler groups and take pride in displaying their work in their individual pouches affixed to the wall by the table. This helps them to feel welcome and part of the setting. They learn about how to lead healthy lifestyles as they enjoy daily opportunities for active play and develop their self-care skills by dressing for outdoor play. They enjoy freshly prepared, nutritious meals and have access to drinks at all times. Good hygiene routines are encouraged such as regular hand washing, however, because they all share a towel, the spread of germs is not as well minimised as it could be. Established procedures are in place to meet children's health needs, for example, extra sensitive hand-wash is provided in the cloakroom to meet a child's requirements. However, children's good health is not fully promoted because although she is keeping accurate records of all medicines administered to children and asking parents to countersign the entry, she did not obtain prior parental consent in all cases.

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	1
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	1
The extent to which children achieve and enjoy their learning	1
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	1

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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