

Inspection report for early years provision

Unique reference number	141446
Inspection date	31/08/2011
Inspector	Glenda Pownall

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 1994. She lives with her two adult children in the Great Holm area of Milton Keynes, Buckinghamshire. The childminder uses the ground floor of the house for childminding with sleeping facilities on the first floor. There is an enclosed garden for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups. The family has a Border-Collie dog and four cats.

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 six children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding five children part-time in this age group and five children in the older age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a welcoming and inclusive environment where the individual needs of each child are met. Consequently, children are happy and settled in her care. Children make good progress towards the early learning goals because of the childminder's knowledge of the learning and development requirements of the Early Years Foundation Stage. Documentation is an area for development as there is a breach of requirements. However, the childminder is committed to continuously improving her practice in order to improve outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) (also applies to both parts of the Childcare Register).
- 21/09/2011

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

- develop the risk assessment so that it covers anything that a child may come into contact, with particular regard to the climbing frame and slide in the garden
- develop the records of learning and development to include analysis of observations to help plan the next steps for individual children's learning and provide regular opportunities for parents to add to the records.

The effectiveness of leadership and management of the early years provision

Almost all required documentation is in place and well maintained to support the childminder in providing a safe and efficient service for children and their parents. The childminder is in breach of requirements because she does not record the actual times children arrive and leave each day. However, there is low risk to children's safety as the childminder makes a note in her diary of the names of children present each day. She also has a record of children's contracted hours of attendance. There are effective procedures in place to identify and report any concerns that a child may be at risk of harm. The childminder updates her child protection knowledge by attending training. She is in the process of updating all necessary suitability checks on adults living in the home. This helps to safeguard children. Overall, the written risk assessments for the premises and outings support the childminder in providing a safe environment for children. However, the documents do not include a specific assessment of the potential risk to children when using the climbing frame and slide in the garden. The childminder practises the fire drill with children to help them understand what to do in the event of an emergency evacuation.

The childminder is committed to the continuous improvement of her practice. She attends training to develop her knowledge and skills and recognises this benefits the care and learning she provides for children. The childminder finds reviewing the effectiveness of the activities she provides for children useful in helping her to identify areas to enhance. Through this process, she has identified that including more written analysis of observations in the records of learning will help with planning the next steps in learning for each child.

Children learn about the diverse society in which they live through socialising with other children at toddler groups and planned activities in the childminder's home. Children access a good range of stimulating resources in the dedicated playroom. Children are able to choose what they wish to play with as all resources are stored in low-level units. Children develop awareness of looking after the environment. They re-use materials in junk modelling activities and help the childminder to sort the household recycling.

The childminder fosters effective partnerships with parents. There is a continual two-way exchange of information, which helps to ensure the childminder has good knowledge of each child's background and individual needs. The childminder provides parents with copies of written policies to help them understand the service she provides and support continuity of care for children. Parents are well informed about their child's development. The childminder verbally provides details of daily routines, activities and learning. The childminder has recently provided parents with a written report of their child's progress towards the early learning goals. Parents are encouraged to tell the childminder what children can do at home. However, there is no system in place for parents to add this information to the records of learning, so that they are fully involved in their child's learning. Parents make extremely positive comments about the care and learning the

childminder provides and her patient, flexible and supportive manner. They speak highly about the range of activities children participate in, both indoors and outside. The childminder liaises effectively with other settings children attend in order to promote children well-being and learning.

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

The childminder provides very effective support to children. She knows what children are interested in and how to use this to engage them in meaningful play. It is evident she knows each child well as she talks warmly about their progress and next steps in learning. Children enthusiastically participate in activities to promote their development across all areas of learning. As a result, children develop useful skills for their future lives. The written reports prepared for parents demonstrate the childminder's very good knowledge of each child's achievements and areas for development. She continually observes children and adapts planned activities to meet their changing needs and interests. She uses tracker books to record where children are in their learning journey. However, she does not support this with analysis of written observations to provide a clear record of children's progress.

The childminder promotes children's problem solving and numeracy skills. Children count, recognise their ages in numerals and add one more on. Children use a variety of equipment to draw developing pre-writing skills. The childminder repeats back clearly to young children what they say, developing their language skills. Children participate in activities that celebrate their own culture and those of their friends. This helps children to develop understanding and have respect for other people. Children's creative skills are developing well. They play with the home corner resources to make a variety of plated meals for their friends. They access a wide range of collage resources and materials to stimulate their imaginations. They proudly announce, 'I'm making a sea monster'.

The childminder's effective practice supports children's increasing awareness of what constitutes a healthy lifestyle. Children enjoy the freedom of moving between the indoor and outdoor environments. They laugh excitedly as older children chase them round the garden. They use sit and ride toys, scooters and the climbing frame. The childminder encourages them to persevere as they attempt to pedal tricycles. Children have daily opportunities to run around and use challenging equipment through the wide variety of open spaces and parks they visit.

Children are secure and at home in the childminder's care because she is kind and caring towards them. Children form warm relationships with the childminder and approach her readily for help and support. Children develop good awareness of how to keep themselves and others safe. For example, they understand the need for younger children to use particular scissors at craft activities. The childminder uses explanation at the child's level of understanding effectively to encourage them to think about their own safety.

The childminder consistently implements her behaviour management policy; as a result, children behave very well. Older children help younger ones grate cheese for their lunch. All children take on responsibility as they help to tidy away activities that are finished. There is lots of chatter between children at craft activities as they cooperate and share the equipment and resources. The childminder is patient and encouraging with children. For example, she sits with them and provides encouragement as they try to put on and do up their own shoes, supporting the development of independence skills. Children's artwork is valued and put on display in the playroom, promoting self-esteem.

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	2
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 21/09/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 21/09/2011