

Inspection report for early years provision

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Inspection date	28/02/2011
Inspector	Cordalee Harrison
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

This childminder registered in 1987. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult child in Springfield, Milton Keynes, Buckinghamshire. Childminding takes place on ground floor of the childminder's home, where children have access to the kitchen diner and conservatory. Toilet and washing facilities are located at this level. Children use the enclosed front garden for play. The childminder's home is in walking distance of local amenities such as schools, preschools, shops and parks. The childminder is registered to care for a maximum of six children under eight years; of these, three may be in the early years age group at any one time. Currently, there are four children on roll; of these, three are in the early years age group and one is in the older age group. The family pets are two cats.

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 development. They are confident in the children's care. She anticipates their needs and treats children as individuals and with equal concern, thus promoting inclusion successfully. The childminder follows parents' guidance closely and makes strong links with other childcare practitioners to share information and gain continuity of care for children. The childminder shows good capacity for improvement and overall her practice is strong; she has addressed all recommendations raised at the last inspection.

What steps need to be taken to improve provision further?

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

- obtain parents' prior written permission to seek emergency medical treatment or advice for children at the start of placements
- improve children's observation records to include the next step and make sure that each child's progress is linked securely to the expectations of the early learning goals
- improve the practical resources to help children learn about all aspects of diversity .

The effectiveness of leadership and management of the early years provision

The childminder safeguards children and promotes their welfare, learning and development very well overall. She has a good knowledge of the different aspects

of safeguarding and applies it effectively to all areas of her practice. The childminder supervises children closely, she ensures that she can see or hear them at all times. Additionally, she knows the main types of abuse and is clear about the procedures to manage child protection matters. She maintains up to date information about lines of communication including contact numbers for the local Children's Service. The childminder has most clear procedures in place for the safe management of health and hygiene, child protection, management of accidents and complaints, managing behaviour, equality and documentation. Documentation required to safeguard children's health and welfare is in place.

The childminder is proactive in driving improvement and embedding ambition. Training and implementation of the Early Years Foundation Stage and guidance are two of the methods that she uses successfully. Additionally, she has registered with the Local Food Standard Agency. The childminder feels strongly about children eating balanced and nutritious foods. She supplements the food that parents provide with healthy items such as fresh fruits. Through self-evaluation she identifies that she can do more to encourage parents to improve children's diet overall and she is taking steps to do so.

The childminder provides children with a wide range of good quality resources, which are readily accessible to them. Practice such as this help children to develop the skills for independent learning. The childminder uses some effective methods to promote equality and diversity. Her equality policy and her positive interaction with children and parents set the expectation for to treat them all equally. In addition, children use some practical resources to develop their awareness of cultural diversity. The childminder encourages children and parents to share their cultural experiences to enhance learning for all. Children use some books and puzzles that reflect most people in the community. However, they do not have opportunity to fully develop this area of learning; there are no resources to raise their awareness disability.

The childminder uses risk assessments and daily checks successfully to maintain safe physical environments for children. For example, children do not have access to hazardous substances, fire fighting equipment is in place, and the premises are secure; children are not able to leave unattended. The childminder assesses risks in children's activities outside of the home and puts in place safe procedures to manage these. Safe environments encourage children to make effective use of all of the play space that is available to them, thus increasing their independence and mobility.

The childminder is objective in her evaluation, she identifies what she does well, as well as areas for improvement. However, her assessment is not comprehensive. She does not realise that parents' written permission for all essential activities is not in place, and she does not fully appreciate the impact of the weakness in her current practice in regards to planning for the children's next step. The childminder engages parents effectively by sharing useful policies and other information with them. Effective communication with parents assures them of her accountability and provides the information they need to make informed decisions about childcare placements. Partnership working is well established between the childminder and other practitioners. Sharing information between the childminder,

preschool and parents helps all parties to achieve continuity of care and learning for the benefit of children.

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

Children receive good quality learning experiences overall. The childminder engages them in many purposeful activities that are appropriate to their age and stage of development. Through meaningful play indoors and outside of the home the childminder helps children to embed learning and to build on what they know. Children use various puzzles and construction resources to practice solving problems; they explore learning with resources such as sand and water. Activities out in the fresh air help them to develop different aspects of several areas of learning. For example, they build stamina through daily exercise, such as, walking and using large equipment including swings and slides; they are learning about healthy lifestyles. They develop different aspects of knowledge and understanding of the world through exploration. Use of the garden provides opportunities to hunt for bugs. They learn about different aspects of personal safety including road safety as they participate in activities out in the community under the childminder's supervision. Clear and consistent boundaries for behaviour help children to link safe behaviour to increased personal safety; children behave well. Children are achieving and achieving whilst developing useful skills for the future.

Children demonstrate that they feel safe in the childminder's care, she is responsive to them and they use words and gestures to express themselves. The childminder listens to children and this helps them to understand that their needs are important. The childminder organises her activities to ensure that she spends time with children in conversation and play. She knows that she is an essential resource especially for the youngest children. For example, she explores books with the children, and joins their activities, which helps children to maintain their focus. The childminder asks open questions, which encourages children to think and respond and she extends their vocabulary with new words. The childminder acknowledges children's achievements, which helps them to know when they have done well, this increases their confidence and raises their self-esteem. The childminder is a good role model for the children. The childminder ensures that children are able to access their comforters easily; this assures their emotional security, increases their familiarity in the childminder's home and fosters a feeling of inclusion for them.

The childminder plans a wide range of stimulating activities for children, which enables them to enjoy a range of first hand experiences as they learn through play. They express their creativity as they dress-up, make and listen to music. They further use their art activities to enrich their celebrations. For example, they paint flowerpots and plant flowers to present as gifts to parents. They join in community activities, such as the "sponsored toddle" to raise funds for worthy causes, they are learning that they are able to make positive contributions from an early age. The childminder understands the benefits of regular observations for

children and her records show that children's learning experiences are varied. However, it is not her practice to link the next step in individual children's learning securely to the expectations of the early learning goals, to be confident that each child's progress is timely and specific to them.

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
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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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