

Inspection report for early years provision

Unique reference number	EY300904
Inspection date	01/06/2009
Inspector	Cordalee Harrison
Type of setting	Childminder

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.

Description of the childminding

The childminder registered in 2005. She lives with her husband and their three children, aged two, five and eight years, in Shenley Church End, Milton Keynes, Buckinghamshire. Childminding activities are contained to the ground floor of the childminder's home, where children have access to the living room, playroom, conservatory and kitchen. Toilet and washing facilities are also located at this level. There is a securely fenced rear garden for outdoor play. The childminder's home is within walking distance of amenities, such as, shops, pre-schools, parks and schools.

The childminder is registered to care for four children under eight years at any one time, of these not more than one may be in the early years age range. Currently she is minding three children, of these one is 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.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The homely childminding environment is warm and welcoming to children. It is well equipped to meet children's needs individually and as a group. They have ready access to an extensive range of age and stage appropriate resources. Open verbal and written communication with parents develops trusting relationships between the minder and parents; this enables them to work closely to meet children's individual needs. To gain improvement in her practice the childminder has attended training, which has increased her understanding of the Early Years Foundation Stage and guidance. In addition, she has addressed all recommendations raised at the last inspection to a level of satisfactory or better.

What steps need to be taken to improve provision further?

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

- continue to develop activities to help children to develop their listening skills so that they are able to benefit fully from shared learning experiences with others
- continue to develop children's observation records and consistently link the next step in their learning and development to the expectations of the early learning goals
- develop knowledge of the Local Safeguarding Children Board's guidance, to be clear about lines of communication to deal with concerns about child protection issues

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

- gain parents' written permission at the start of 25/06/2009

placements to seek emergency medical advice or treatment for children in the future (Safeguarding and welfare)

The leadership and management of the early years provision

The provision that the childminder makes for children demonstrates her secure knowledge of most areas of the Early Years Foundation Stage and guidance. She achieves many good outcomes for children in her childminding practice. Children are emotionally secure because she supports them very well. This builds their confidence, and encourages them to make choices about their play. Children eat balanced and nutritious meals and snacks, which includes foods from all of the main food groups. The childminder has a reasonable understanding of safeguarding; she applies it to all areas of her childminding activities. For example, she uses risk assessments, checks, close supervision and appropriate resources to create and maintain a safe and secure environment for children. She understands her role to protect children from non-accidental injuries. However, she does not have secure knowledge of lines of communication to deal with such matters. In addition, she is not familiar with the Local Safeguarding Children Board's guidance. Not all documentation required to safeguard children's welfare is in place, such as, written parental permission to seek emergency medical treatment or advice for every child. The childminder uses the process of self-assessment to evaluate her practice, although it does not provide an accurate picture of her practice. It provides some useful information to help her to prioritise for improvements. For example, she recognises that she needs to provide more opportunities for children to develop their listening skills, to help them to learn to manage their behaviour better. The childminder's self-evaluation does not include timescales within which to gain improvements in a timely manner, for the benefit of the children. Parents praise the childminder highly for her care of the children. They value the information she shares with them, which informs them of their children's activities, moods and dispositions. The good quality information they share helps both parties to maintain familiar routines for children and achieve continuity of care for each child.

The quality and standards of the early years provision

The childminder has secure knowledge of the areas of learning; this equips her to plan appropriately for children's learning and development. She plans activities that are of interest to particular children. This encourages them take the lead in many activities. To promote children's independence, they learn through first hand experiences and use ample good quality play resources that are readily accessible to them. The safe and secure physical environment enables children to play freely indoors and outside. For example, children play outside in the sunshine, they increase their mobility, test their physical skills, and develop stamina as they crawl, climb, run, sit and ride; they enjoy the activities according to their interest and differing stages of development. Activities, such as growing soft fruits and vegetables, introduce children to learning across several areas. They use pictures

and words to help them to identify different types of seeds. They plant the seeds and care for the seedlings; they learn what plants need to grow and what happens if they are neglected, thus they develop a better understanding of the natural world. Children practise life skills in their pretend play, they carry out tasks such as cooking, caring for the dolls and vacuum cleaning. They use many interactive play resources; they learn to turn these resources on and off and begin to develop an understanding of technology. The childminder is responsive to the children; conversation and warm interaction including cuddles and smiles are commonplace. She joins their activities; this helps children to maintain their focus and extend learning with input, such as new words and open questions. Children respond well to her input most of the time, however, they do not always listen sufficiently well to fully benefit from shared learning experiences. Children experience a range of creative activities, they explore shapes and textures, build and construct, and enjoy stories, music and rhymes which helps them to sequence numbers, use them in context, as well as develop memory and recall. The childminder carries out some observations for children and links the next steps for children tentatively with the expectations of the early learning goals. However, her records are relatively new; they do not provide sufficient information to show continuing progression for individual children at this stage.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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