

Inspection report for early years provision

Unique reference number	EY321308
Inspection date	17/09/2009
Inspector	Sheila Dawn Flounders
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 2006. She lives with her husband and five children in Olney, Buckinghamshire. The property is close to shops, parks, schools and public transport links. The whole ground floor of the house is used for childminding and is accessible. There is a fully enclosed garden for outside play. The family has a pet rabbit.

The childminder is registered to care for two children under eight years at any one time, no more than one of whom may be in the early years age range. She is currently minding two children after school on a part-time basis. The childminder is registered on the Early Years Register and also on the voluntary and compulsory parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She attends the local parent and toddler group on a regular basis. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has only just returned to childminding, but has ensured she kept abreast of recent changes and as a result most of the requirements of the Early Years Foundation Stage (EYFS) are in place, although many are still in their infancy. Currently, children only attend for short periods, although the childminder plans effective activities which extend their learning and development, and she takes particular care to meet their individual needs. Partnerships with parents and other settings children attend are being developed, but are not yet fully effective in sharing information to support children's learning needs. Recommendations from her last inspection have mostly been completed to improve outcomes for children, particularly around safety issues. She is beginning to reflect on her own practice and plan for future improvement to the provision, although this self-evaluation is not yet complete she is able to demonstrate sufficient capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- maintain a record of those aspects of the risk assessments checked on a regular basis, and any action taken as a result (Documentation).

01/10/2009

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

- develop systems for sensitive observational assessments, identifying what children can do, what they need to do next, and then plan appropriate activities to encourage this progression
- develop liaison with other settings children attend to provide continuity of care and learning.

The effectiveness of leadership and management of the early years provision

Arrangements to safeguard children are sufficiently robust to protect them from the risk of harm. The childminder has recently developed a child protection policy demonstrating her understanding of appropriate action to take if she has any concerns. During activities, especially those outside, children are reminded of safety issues and show they understand many aspects of road safety. The childminder is developing her awareness of risk assessment and has some measures in place to minimise potential hazards. However, she does not maintain a record of those aspects of those aspects checked on a regular basis, or any action taken as a result of issues identified.

The childminder has most of the records, policies and procedures required for the safe and efficient management of the EYFS in place, although some are not up-to-date. These are shared with parents and include her commitment to promote equality, as a result of which she has identified the need to supplement her resources providing positive images of diversity for the children. Effective use is made of the time children spend with her, for example, planning activities in advance ensures resources are easily available to all. Separate areas within the premises are used for specific purposes, such as creative activities at the kitchen table and the lounge for general play or to watch television. Resources within the local area are particularly well used to support children's physical development.

The childminder has increased her understanding of the EYFS learning and developments requirements and concentrated on building relationship with families and settings she is in partnership with, showing her ability to prioritise aspects with the greatest impact on those currently attending. Most necessary information about the children has been obtained during settling in visits and in the few weeks they have attended. She has plans in place to obtain parental views of the setting through a regular questionnaire and discussion takes place with the children about their wishes daily. Regular contact takes place with other settings and information about care matters is exchanged, although parental consent has yet to be obtained to exchange relevant information to support children's learning and as a result systems are not in place to do so.

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

Children are making satisfactory progress overall in their learning and development. They access an appropriate balance of activities for the length of time they attend, which always include some physical outdoor activity, often

creative activities and also opportunities to have quiet times, resting and relaxing at the end of the day. The childminder is aware of how to provide all areas of learning through these opportunities. The daily walk home often incorporates stopping off at one of the local parks, where children are given the freedom to explore the equipment and use their imagination to develop their own ideas, or play co-operatively with others. During activities at the house children are always asked what they want to do and the childminder responds appropriately to their requests. The childminder plans some of the activities in advance, but also takes account of the children's individual interests and the pace at which they want to tackle projects so that things can be continued the next week if not completed. The childminder is in the early stages of developing assessment records for each child, mainly through the medium of annotated photographs, but is yet to utilise these fully to show the areas of learning covered or identify the child's next steps.

Children's welfare needs are met, and supported through relevant policies and the childminder's practice. Children enjoy their time with the childminder, and are developing strong relationships with her and other family members which help them to feel secure and they are confident about voicing their opinions when asked or to talk about their day. They are familiar with the routines, particularly concerning crossing the roads and respond immediately if the childminder has to give them any reminders. Children are encouraged to adopt healthy lifestyles through good access to fresh air and physical play, supported by a varied diet, easy access to drinks and their positive understanding of personal hygiene. Particularly evident is the positive contribution children make. Daily on their return from school they record how they are feeling, with a simple reward at the end of the week if they are happy. They are proud of their creative efforts and look forward to sharing them with parents and willingly complete another for the childminder to save for her records. Their behaviour is generally good as the childminder really listens to what they have to say, they have been made aware of the house rules and they are encouraged to develop positive behaviour such as playing together and sharing resources.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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