

Inspection report for early years provision

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Inspection date	02/03/2011
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 2007. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The family lives in Giffard Park, Milton Keynes, Buckinghamshire. Childminding activities are contained to the ground floor of the childminder's home, where children have access to the living room and the kitchen diner, washing and toilet facilities are located at this level. There is an enclosed rear garden for outdoor play. The childminder is a member of the Milton Keynes Childminding Network Children Come First. The childminder's home is with walking distance of schools, preschool, parks and other amenities.

The childminder is registered to care for a maximum of five children under eight years; of these, three may be in the early years age group. When working with an assistant, may care for no more than nine children under eight years; of these, not more than six may be in the early years age group, and of these, not more than one may be under one year at any one time. Currently, there are 13 children on roll; of these; eight are in the early years age group and five are in the older age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The child-centered environment is inviting to children; they progress their individual learning and development through good quality play experiences. The childminder works effectively with parents and other practitioners who are involved in children welfare and learning. They share information of current childcare practices, for the benefit of children; children are happy and confident in the childminder's care. Weaknesses in the childminder's provision are few. The childminder demonstrates good capacity for continuous improvement; she is committed to training and she has addressed all of the recommendations made at her last inspection.

What steps need to be taken to improve provision further?

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

- improve the procedure for children to dry thier hands and make sure it is appropriate to prevent the spread of infection

The effectiveness of leadership and management of the early years provision

Overall, the childminder safeguard and promotes children's welfare learning and development highly. She has good knowledge of child protection matters and is clear about the procedure to follow to deal with concerns about children's welfare. The childminder ensures that children are safe physically and emotionally; they are where she can hear them at all times and that they are not alone with anyone who is not vetted. The childminder provides safe and secure environments for children indoors and outside of the home. The precautions she puts in place are based regular checks and comprehensive risk assessments in most areas. For example, children do not have access to hazardous substances; fire-fighting equipment is in place and in working order. The childminder is clear about the procedures for the safe management of children's health conditions, medication and accidents. She ensures that documentation that is required safeguard children is in place and these are accurate and up to date.

The childminder works closely with parents and makes sure that children's diet is balanced and nutritious. She ensures that the children eat fresh fruits and vegetables as well as food from all of the main food groups daily. The childminder's home is maintained to good standards of hygiene and she takes good care of children's personal hygiene needs; which ensures that they are clean and comfortable. However, the practice for children to use a single hand towels to dry hands does not properly reduce the spread of infection between individuals. The childminder makes a wide range of very good quality play resources that are appropriate to children's age and stage readily accessible to them. She also provides items such as, safety seats and beakers to help children to increase their independence, and their awareness of personal safety.

The childminder has a very positive attitude to issues of equality and diversity, she shares her equality statement with parents, which opens discussion and sets high expectations for her to treat each child and their parents as an individuals with consideration their cultural observances and children and parents personal preferences. The childminder engages parents very well; they make many warm and open statements about the good quality care and service that the childminder provides. They make positive references to children's activities that are age and stage appropriate; they are confident in her ability to keep them informed about children's well-being. Parents are pleased that the childminder works with them to identify the next step in children's progress as well as to develop strategies to help children to achieve the outcome they identify. The childminder works closely with other practitioners, such as children's key persons at the preschool and staff at the Children Centre and school. She is proactive to gain information about children's activities so that she can vary children's activities to help them to build on what they know and embed their learning.

The childminder is using the Early Years Foundation Stage and guidance, training and the process of training and self-evaluation successfully to drive improvement in her provision. Through self-evaluation and effective use of guidance to the Foundation Stage she, sets realist targets, such to gain improvements for the

children by improving observations and record keeping. Additionally, she has attended training such as safeguarding and she is currently studying for a foundation degree in childcare.

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

Children show high self-esteems and confidence in their interactions with others. They engage others in her activities and give information, as they are able. They talk about things that are important to them, such as their families and their peers. Resources that reflect diversity prompts discussions and extends children's learning about the wider society. The childminder supports children to develop their senses, she encourages them to look and listen carefully; this encourages the children to ask further questions to make sense of the world around them. Children explore books independently and with the childminder, they listen to the words and explore the pictures with sight and touch. Children are at ease in the childminder's care; this demonstrates that they feel safe and secure.

Children embed learning because the childminder builds on what they know, for examples; she uses the farm set as the base for an activity, because children had recently visited the farm. Children show that they are developing memory and recall as they use the familiar resources. The childminder organises her time well, which enables her to give children her time in play and conversation. She is sufficiently confident to allow children to develop their activities and individual learning styles without disruption. They know that she is close by to offer assistance if necessary. This encourages them to explore, experiment and develop new skills whilst participate in a variety of exciting activities, such as riding the scooter, playing in the home corner or at the water play. Children are excited to play in the water; they laugh and engage with others to show their enjoyment. Children are achieving and enjoying as they learn through play.

Many modern resources that are of natural and man-made materials are easily available to the children; this encourages them to make purposeful choices. Children further develop their decision making as they make healthy choices about their snacks. Children are developing good self-care and realisation that their needs are important. The childminder sets high expectations for children to behave well, and she supports them appropriately to do so. For example, she gently lets them know when their behaviour is unwanted. She uses a range of good quality experiences to help them to share and take turns, as well as to be polite and show consideration for others. For example, she uses meal times as social occasions and children play many games that rely on them cooperating for successful outcomes. In addition, they have many opportunities to interact with others in the wider community. Through practice and routine children, begin to understand that they are important and that their contributions are valuable.

Children experience a wide range of activities outdoors they make good use of the garden and of communal play spaces. They develop knowledge of the local area and road safety, as well as their understanding of healthy lifestyles as they

participate in these fun and interest activities. Children use many creative activities to develop and explore learning, cooking, play dough, pretend play, painting and a wide range of other activities often supports their learning across many areas. The childminder supports children very well to make timely progress towards the expectations of the early learning goals. She plans activities with clear learning intentions and works closely with parents to progress children learning and development.

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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