

Inspection report for early years provision

Unique reference number	EY358625
Inspection date	24/11/2009
Inspector	Lynn Dent
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

The childminder was registered in 2007. She lives with her five children, of which two are adults and three are aged 15, 13 and one year in Bletchley, close to Milton Keynes in Buckinghamshire. The whole of the ground floor of the childminder's house is used for childminding including toilet facilities. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of three children at any one time. She is currently minding three children, all of whom are in the early years age range.

The childminder walks to local schools to take and collect children. She attends the local carer and toddler group and takes children to the park. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making satisfactory progress in their learning and development because the childminder spends time interacting with them to support their play and learning. The planning of activities and experiences across all areas is in the early stages and the childminder has put into place early systems to identify children's achievements and learning priorities. The childminder has a limited understanding of how to implement the Special Educational Needs Code of Practice. The childminder works in partnership with parents and can explain how she would work with other settings that children attend to promote consistency for them. Since the last inspection the childminder has updated her self-evaluation document showing a commitment to further improvement.

What steps need to be taken to improve provision further?

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

- improve planning further to show how activities and experiences support the different areas of learning
- improve understanding of the Special Educational Needs Code of Practice
- improve the systems already in place for observing and assessing young children to ascertain their achievements and to plan for their next steps and use this information for future planning in all areas of learning

The effectiveness of leadership and management of the early years provision

Children are protected from those who may pose a risk to their safety because the childminder maintains constant supervision of them and has ensured that all adult family members have undergone appropriate checks regarding their suitability. Children's welfare is protected because the childminder understands her responsibility to record and report concerns in accordance with the Local Safeguarding Children Board procedures. Children benefit because the childminder places importance on maintaining their safety. She carries out regular risk assessments of the premises and resources. Consequently, no hazards were identified on the day of inspection. Further risk assessments are carried out for everyday outings which ensures children's safety remains a priority when away from the home.

The childminder has systems in place to help her evaluate the service she provides, the self-assessment documentation had been updated since the last inspection and identifies priorities for improvement. The childminder's commitment to improvement includes undertaking training, for example, risk assessments, safeguarding and how to plan and deliver the Early Years Foundation Stage learning and development requirements. Consequently, she is able to help children learn and develop through play and a range of planned activities. The childminder is in the early stages of developing written plans which do not currently show how activities are linked to the areas of learning. Consequently, it is unclear if there is a balance of activities available to the children. Records of children's achievements identify their next steps but are in the early stages and require time to show how children are making progress in all areas and to help future planning.

The partnership with parents and carers is good enabling the childminder to provide well for each child's individual welfare requirements. Information is collected at induction that helps the childminder to build on what the children already know and can do. Parents receive a daily diary about what their children have been doing and the childminder ensures that she shares their child's developmental records with them at regular intervals. Consequently, they are fully informed of their children's progress. The childminder can explain how she would ensure consistency for children by communicating with staff at other settings that children attend. Although the childminder does not currently care for children with special educational needs, discussions show that she has a limited awareness of how to provide for them and how to access specialist support when needed. Therefore, this may impact on the children's progress. The childminder has extended the resources that promote different cultures and disability. As a result, children have access to toys, books and jigsaws that promote positive images.

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

Children can count by rota and learn about other mathematical concepts during everyday activities, such as counting how many birds they see and identifying the

colours of cars. They can identify simple shapes, such as circles and stars. Children enjoy the childminder reading to them and engage in conversation about the pictures. They play a range of musical instruments to music and older children sing along to songs that they know well. The childminder can explain and observations confirm that play experiences are used to help children develop a range of skills and knowledge. This is shown as children and the childminder discuss the picture and talk about colours as they complete a jigsaw. At the children's request they attempt to complete a harder puzzle and the childminder helps them to achieve this, showing that the childminder has resources that challenge children's abilities.

Children are learning to use their senses as they feel the wooden bricks they are building with and talk about the sides feeling rough and smooth. Younger children spend time playing on sit and ride toys and pushing wheeled toys around the room, showing they are developing their physical skills and coordination. The childminder explains how she uses the garden to help children learn, for example, they make marks in the sand and on paper as they paint and chalk. Children are encouraged to play outdoors daily because the childminder provides appropriate clothing. Consequently, they wear raincoats and Wellingtons as they jump in puddles. Children learn about the benefits of exercise as they go on walks and to the park and talk about fresh air and why they have 'rosy cheeks'. Children learn to keep themselves safe because the childminder uses books and everyday events to talk about the danger of strangers and safe ways to cross the road.

The organisation of the home and resources means that children can move around and access different toys at will, allowing them to make choices. Younger children sleep in a travel cot in the lounge which enables the childminder to keep a constant check on them. Children learn the importance of good hygiene from an early age because they use wipes or soap and water to clean their hands and face. The childminder prevents the germs and infections spreading because she washes her hands and the changing mat before and after changing children's nappies and maintains a clean home. Clear policies and procedures are implemented to underpin the welfare, learning and development of the children and their personal records are well organised and used appropriately to promote their welfare.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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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