

Inspection report for early years provision

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Inspection date	17/05/2012
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

The childminder was registered in 2007. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their four children, two of whom are adults; the others are aged 15 and 11 years. They live in Newport Pagnell, Milton Keynes, Buckinghamshire. Children have access to rooms on the ground floor of the childminder's home, washing and toilet facilities are on the first floor. There is an enclosed garden for children's outdoor activities. The family pets include a dog, three cats, a rabbit and a guinea pig.

The childminder is registered to care for a maximum of six children under eight years at any one time. She is currently minding seven children; of these, four are in the early years age group. The childminder takes and collects children from school and pre-school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress overall in their learning and development. Children are at ease in the stimulating learning environment and this enables them to develop learning at their pace. The childminder's positive relationships with children, parents and other practitioners promote inclusion for all children. Overall, the childminder's organisation is good this enables her to meet children welfare, health and safety needs effectively. The childminder demonstrates an effective capacity to continually improve her childcare practice; she has addressed the recommendations from her previous inspection well.

What steps need to be taken to improve provision further?

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

- extend the positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.
- provide more opportunities for children to begin to relate addition to combining two groups of objects and subtraction to 'taking away'.

The effectiveness of leadership and management of the early years provision

The childminder makes good arrangements to safeguard children's welfare. She is knowledgeable about the different aspects of safeguarding. The childminder supervises children closely and she knows what to do if she has concerns about their well-being. She maintains relevant contact numbers so that she can act immediately if necessary. To safeguard children the childminder uses effective risk assessments and appropriate safety measures indoors and on outings. She addresses fire safety properly, children do not have access to hazardous substances or dangerous equipment and the garden is secure. The safe physical environments indoors and outside of the home enables children to make full use of the space. Documentation required to safeguard children is accurate, up-to-date and is ready for inspection. These include children's records forms, attendance registers, and accident and medication records.

The childminder works closely with parents and makes sure that children's meals are balanced and nutritious. She gives good examples of the food that children's eat, which includes foods from all of the main food groups. The childminder attends to children's personal hygiene needs promptly. Her practices pertaining to health and hygiene are effective to reduce cross infection between individuals. The childminder provides children with ample good quality play resources and she makes them readily accessible to all children. The play resources are attractive and inviting to children; however, there are fewer items, which reflect disability or cultural diversity. This reduces the opportunities for children to challenge their thinking and to help them to embrace differences. The childminder works closely with the children and their parents. This enables her to provide resources to support children's personal needs and interest. The childminder provides an inclusive environment where children and their parents feel welcome. Good communication with parents enables the childminder to gain detailed information about each child and parents' preference for them. The childminder works effectively with parents and together they maintain open two-way communication. They regularly share information about children's activities and achievements and this helps both parties to consolidate and extend children's learning appropriately.

The childminder acts on her responsibility to work in partnership with other practitioners where children receive education and care in more than one setting. She gains sufficient information, which helps to her to build on what children are learning in these provisions. The childminder uses self-evaluation effectively and identifies areas for improvement across her provision; this enables her to meet the welfare and learning and development requirements. To drive improvement the childminder maintains core training, such as, first aid, safeguarding and food hygiene. She has registered with the local food standard agency.

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

Children enjoy many good quality play experiences indoors and outside of the childminder's home. The learning environment is warm and inviting; this encourages the children to relax and experience learning at their pace. For example, children explore books from an early age and the childminder joins their activities and extend with conversation and new words. Children are confident to ask for help when necessary. The childminder is responsive to the children she extends learning with information to help them to think and respond.

Children are developing a love for outdoors activities, for example, they enjoy visiting the childminder's allotment where they plant and grow a range of vegetables. The childminder uses these practical and rewarding activities to help children to enjoy learning seamlessly across several areas. For example, they use pictures and words to understand about the seeds and the condition that they need to grow. They learn that living things needs to grow and to use tools safely under the childminder's supervision. Children are learning about time, weather and the seasons. They are learning to be patient as they watch their sunflower grow. In addition, to activities such as puzzles children learn to solve problems as they workout how to prevent the insects from eating their seedlings and soft fruits. Although children are learning to solve problems in different ways, there are fewer planned opportunities for them to explore and extend learning of numbers such as calculating.

Children extend their learning with a wide range of arts, craft and creative activities as they draw and paint and engage in pretend play. Through healthy eating, good hygiene practices and purposeful outdoor activities, children are developing good understanding of healthy lifestyles. Children are learning to make positive contribution as they make purposeful choices. They are learning to share and take turns and they feel proud when they share the food that they grow with their families. Children are achieving and enjoying, while they are learning many useful skills for the future.

The childminder treats all children with respect and this supports an inclusive environment where all children feel valued regardless of ability or background. This also sets the expectation for children to respect themselves and others. The childminder supports children well to develop their understanding of personal safety. Children are building trusting relationships with the childminder they are at ease in her care. This enables them to share their thoughts and feelings with her and this demonstrates that they feel safe in her care.

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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