

Inspection report for early years provision

Unique reference number	EY383881
Inspection date	25/05/2011
Inspector	Lynne Lewington
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2008. She lives with her husband and two children in a four bedroom house in Milton Keynes. The children have access to the ground floor of the property for their play and rest and a secure garden is available for outside play.

The childminder is registered to care for a maximum of five children under eight years. There are currently four early years children on roll. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She takes and collects children from the local schools and visits local children's activities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children form secure confident relationships with the childminder enabling them to fully enjoy and benefit from the experiences she offers them. Good communication with parents and others involved in the children's care helps the childminder to understand and meet individual needs well. Simple but effective self evaluation has led to clear plans for further development including plans to undertake a formal childcare qualification. Development is monitored although not systematically across all areas of learning and development.

What steps need to be taken to improve provision further?

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

- improve awareness of systems for identifying the progress children are making
- improve opportunities for independent mark making activities.

The effectiveness of leadership and management of the early years provision

The childminder verbally demonstrates a sound awareness of the action she will take if she is concerned about a child in her care and a clear policy supports her in this role. The policy is made available to parents and also states what action will be taken if allegations are made about the childminder or others in the household. A clear complaints policy reassures parents of the childminders commitment to providing a high quality service and the action they can take if they are not happy with any aspect of the service. Appropriate care is taken to ensure children are supervised but enabled to develop their skills and confidence. Comprehensive risk

assessments are in place covering all aspects of the setting demonstrating the childminders awareness of potential risks and the measures taken to manage them. The first aid box is well equipped, up to date and easily accessible ensuring accidents can be managed effectively. Children make use of the whole of the ground floor of the well maintained property for their play, moving confidently between the rooms. They independently access a variety of age appropriate good quality toys both indoors and outside enabling them to follow their interests and develop skills.

The childminder recognises each child's individual needs and takes appropriate steps to adapt and meet them. For example, the daily routine takes into account children's need for sleep or a quiet time and appropriate provision is made to provide this. The childminder knows children are unique and develop differently. Children attend many activities in the local community enabling them to develop their awareness and acceptance of different people. A welcome poster, books and resources reflect diversity throughout the setting.

Parents comment favourably identifying the many activities and experiences children undertake as a strength in the service. Careful settling in routines help to ensure children are confident and happy in the setting and parents are encouraged to read the settings policies to ensure they fully understand how the childminder works. The childminder shares important information about the activities undertaken and food eaten and also sensitively encourages parents to seek advice from appropriate professionals on occasions. The attractive photographs and observations provide parents with a good insight into the children's experiences whilst in the childminders care. However, they do not clearly indicate the progress children are making across all areas of learning and development. Good relationships with others involved in children's care is developing through informal information sharing. This enables all involved with the children to work in partnership to promote the best outcomes for them. The childminder makes good use of facilities in the local community for young children, broadening the children's experiences and opportunities. For example, they visit activities at the local children's centres, local parks, and library.

Clear self evaluation indicates the childminder has a good awareness of the strengths of her service and the benefits children gain from the opportunities she offers them. It also clearly indicates aspects which the childminder intends to develop and improve. This includes developing her knowledge and skills through further training opportunities. Her commitment and enthusiasm to her role is clearly evident indicating the service will continuously improve. The childminder maintains all the relevant documents, and qualifications to meet the requirements of her registration.

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

Simple familiar routines enable the children to learn the importance of good hygiene. They independently but with supervision wash their hands after outdoor

play and before meals. The childminder listens and talks to them whilst they do this activity increasing awareness of its importance. Children enjoy social mealtimes at the table where table manners are encouraged and food enjoyed. Drinks are freely available and the childminder actively encourages the children to enjoy a drink of water, squash or milk with their meal. Children enjoy good quality nutritious meals cooked by the childminder. For example, for lunch they enjoy cheese sandwiches, cucumber, apple and yoghurts and in the evening a roast chicken dinner with vegetables. Daily outdoor activities enable them to develop their physical skills and coordination in the fresh air. They use wheeled toys and enjoy bouncing on the large trampoline. Good quality interaction and familiar routines help children to feel confident, safe and secure. They move freely and confidently around the setting and demonstrate a developing awareness of safety measures. For example, they assist in securing safety straps, and in the car they cooperate as they are securely fastened into their respective seats. Children learn about road safety on outings and in the home they learn about leaving the premises swiftly when they practice the evacuation drill. Gentle reminders to walk and not run indoors help the children to learn safe behaviours.

Children behave well demonstrating an increasing awareness of good manners, and concern for each other. They clearly have strong confident relationships with the childminder who they frequently hug and cuddle before going off to play. They seek her assistance and she patiently responds building their confidence. The childminders meaningful praise and encouragement helps children to build confidence and self esteem as they undertake activities.

The range of activities children undertake increases their prospects of developing skills for the future and developing a sense of achievement and enjoyment in their activity. Children develop awareness of shape position and size as they match, sort and build with large plastic bricks. They demonstrate matching skills and fine coordination as they complete wooden puzzles. Children demonstrate increasing language skills as they talk about experiences, activities and their meals. They independently settle to look at books, turning the pages carefully as they examine the pictures. The childminder reads to the children everyday, an activity they all enjoy and look forward to, as they enthusiastically choose stories for her to read. This simple daily activity provides them with an opportunity to develop awareness of the written word, develop their language skills as they talk about what they can see and increases imagination. They enjoy exploring and talking about the large plastic creepy crawlies examining their legs and shapes. Photographs illustrate children undertaking cooking activities making cakes, biscuits and pizzas. This activity provides opportunities for all children to develop skills relevant to their age and abilities. They count and weigh ingredients looking at the numbers on the scales, they talk about what they are doing and use a recipe, use fine skills as they stir, mix and decorate and learn how things change when they are cooked. Social skills increase as they share their creations at mealtimes or take them home. Children have opportunities to undertake creative activities using dough, paint and collage materials. However, they do not always have easy access to mark making materials to encourage early writing skills.

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