

Inspection report for early years provision

Unique reference number	EY404094
Inspection date	21/06/2010
Inspector	Susan Marriott
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 2010. She lives with her partner and her grown-up son aged 16 years in a house in Emerson Valley, Milton Keynes. The childminder uses the ground floor of the property for childminding activities. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is registered to provide care for two children under one year. She is currently minding two children in the early years age group. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The family has a pet dog. 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 good.

Children are warmly welcomed into this loving family environment where the childminder promotes most aspects of children's care and education in a suitably inclusive manner. Each child is valued as a unique individual and children make good progress in their learning and development. Emergent observation and assessment systems are in place but these are not yet sufficiently linked to the Early Years Foundation Stage. The childminder builds strong relationships with parents to underpin children's welfare. She has begun to use self evaluation as a process for identifying strengths and weaknesses in her provision to support continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the use of information gathered about children's learning to enhance their good progress towards the Early Learning Goals
- carry out regular evacuation drills and record details of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder organises her minding activities on a flexible basis ensuring that she can devote her time and attention to each child, so that they are happy and purposefully occupied. Children's welfare is properly safeguarded by the childminder who has a good knowledge of local safeguarding procedures and related issues, ensuring that all household members have suitable vetting checks. A comprehensive risk assessment is in place and effective action is taken to manage or eliminate risks for children. The childminder has consulted with a fire

officer and has devised a clear procedure for evacuating her home. However, regular fire evacuation drills are not carried out and recorded and this may compromise children's safety in an emergency situation. The childminding service is supported well by a mixture of written and verbal policies and procedures and all required written records.

The learning environment promotes children's progression towards the early learning goals. This is a very clean and well maintained, spacious family home with lots of indoor and outdoor play space. Children are able to easily access toys from the drawer unit in the front room and the childminder supplements her resources through regular use of the toy library. The childminder's good understanding of anti-discrimination means that she provides a service which is inclusive for all children and their families. She ensures that she understands each child's background, cultures and beliefs. She uses this knowledge when she encourages children to recognise differences, offering them information about other ways of life and encouraging them to respect diversity. The childminder has established self assessment procedures to support the continuous evaluation and development of her practice and has begun to use the self evaluation form to drive and sustain continuous improvement.

The childminder has a good understanding of the importance of maintaining close links with other professionals involved with the children to promote consistent care, but this is not currently relevant to the children being cared for. Effective verbal communication strategies demonstrate the value placed upon partnership working by the childminder who makes every effort to keep parents fully apprised of all matters relating to their child's care and welfare. Children's individual needs are discussed with parents at the pre-placement stage and re-visited regularly during daily conversations with parents and carers. Printed information about the setting is clearly displayed for parents and carers.

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

This experienced childminder has recently re-established her service and treats children with warmth and kindness, nurturing their development through play. The days are well structured and flexibly planned to suit the ages and stages of development of the children attending and the childminding setting offers a good range of toys, games and equipment. Children demonstrate that they feel safe and secure as they 'snuggle in' and cuddle up to the childminder when they begin to wake from their nap. Children clearly find comfort in her touch and her face as she gently soothes them with reassuring words and genuine affection.

The childminder is an experienced mother and has a sound knowledge of child development which she plans to develop further through gaining a childcare qualification. She capably draws the learning from child led interests and play, sustaining competent levels of interaction with the children which develops positive attitudes to learning. She offers a continuous commentary on the daily routine, including teaching about colours, numbers and shapes. Children begin to operate simple mechanisms as they turn, press, slide and twist the controls on an activity

centre. They explore a selection of toys with interest and realise that pressing different buttons produces differing sounds.

Planning of daily routines is appropriately flexible and responsive to the needs of children and the childminder ensures that she provides a balance of activities across the differing days of minding activity. The childminder lives in an area surrounded by green fields, parkland and lakes. She takes the children out daily in the buggy to take full advantage of these enabling the children to have plenty of fresh air. They visit the swing park in the large area of park land behind the house and the childminder takes a picnic rug so that young babies can enjoy toys and games in the open air. Children have plentiful opportunities to develop their physical skills because the weekly routine includes daily opportunities to play in the garden and walks to the local centre which includes a supermarket, other shops, a police station and regular trips to the library. Children enjoy an extended range of play activities and develop their social skills with other children as they visit the Surestart centre at Furzton.

The childminder has begun to assemble assessment information in line with the requirements but systems are new and not yet embedded to secure children's progress. She has begun to compile scrapbooks and observes the children whilst playing and during mealtimes, by taking notes and photographs and speaking to the children's parents to get a picture of their stage of development. However, observations and next steps are not yet sufficiently linked to the Early Years Foundation Stage criteria.

Children are becoming aware of healthy lifestyles and the relevance of hygiene practices. Ongoing discussions mean that young children understand the importance of daily practices, such as, washing their hands before snacks and meals. Suitable documentation is maintained relating to accidents, medication and incidents and clear procedures are in place, protecting the children's health and wellbeing. The children learn about keeping safe inside and outside of the home. Children's behaviour is managed very well and effective strategies ensure their social, physical and economic wellbeing are generally met.

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

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

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met