

Inspection report for early years provision

Unique reference number	EY406984
Inspection date	04/11/2010
Inspector	Sarah Fletcher
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.

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 registered in 2010. She lives with her husband and two children in Tattenhoe, near Milton Keynes, close to shops, parks, schools and public transport links. The downstairs of the childminder's home may be used for childminding, with toilet and kitchen facilities. Sleeping takes place in an upstairs bedroom. Children have access to a fully enclosed garden and the family has guinea pigs as pets.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than two may be in the early years age range. She is currently minding two children in this age group. The childminder also offers care to children aged over five years to 11 years and is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is able to take and collect children from the local school and pre-school, and attends several toddler and activity groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are developing secure relationships with the childminder and each other as they settle into a welcoming family environment with free access a wide range of appropriate resources. The childminder takes time to get to know each child in her care to meet their individual needs, which enables her to recognise their uniqueness, regardless of their background or ability. She provides a variety of flexible activities to include children of all abilities, helping them learn and develop at their own pace well overall. The childminder is keen to improve her practice and is taking positive steps to promote outcomes for children effectively, being well placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop systems of observation and evaluation to inform individual children's next development steps and link findings through to planning future activities.

The effectiveness of leadership and management of the early years provision

The childminder ensures she safeguards children well, keeping them under appropriate levels of supervision for their ages and protecting them from unvetted adults at all times. The childminder keeps all areas of her home child-friendly, well maintained and uses appropriate documentation as required. She uses daily checks

for assessing and reducing hazards to children and implements an effective system of risk assessment to ensure it includes all areas children use, indoors and outside to promote their safety efficiently at all times. The childminder is beginning to assess her practice through a good system of self-evaluation, identifying areas for development and making positive steps towards improvement. She has a knows how to protect children from harm, promoting their safety effectively at all times. The childminder has a safeguarding policy in place to protect children and updates her own knowledge through training courses to ensure she is aware of current requirements.

Children benefit from the childminder's developing two-way communication system, as she works closely with parents to support individual children's needs, both verbally and in writing through daily diaries. She understands the need to work collaboratively with other settings children may attend in order to fully support their learning and developmental needs. Written documentation, such as policies and procedures, sustain minding practice effectively because the childminder ensures she shares them with parents.. The childminder adapts her daily routine to ensure she provides all children in the early years age group with a range of flexible activities and appropriate resources to aid their learning well. She implements the Early Years Foundation Stage framework and creates individual children's records with photographs and written examples of her findings, which she links across to the areas of learning. Although the childminder makes regular observations of individual children as they play, she has not developed full use of these to inform children's next steps of learning and link her findings through to planning future activities to help children progress more quickly.

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

Children of all age groups receive good levels of support in their play as the childminder offers high levels of effective interaction. Younger children receive good support for both their language and physical development and to encourage their developing self confidence. Children move around the childminder's home freely and safely, as all areas they access are child friendly, with space to develop their independence in a secure and safe environment. Appropriate resources and equipment offer interest and challenge for all age groups. The childminder plans a range of flexible activities to develop children's skills for the future well. They enjoy listening to stories, singing action songs with puppet props, playing with a range of electronic toys and matching real fruit and vegetables to appropriate pictures.

Children to learn and follow simple hand washing procedures and the childminder maintains a clean and hygienic environment for them. She follows a clear policy and encourages children to practise their hygiene routines throughout the day. Children benefit from the childminder's good understanding of healthy eating, receiving a variety of nutritious meals and healthy snacks and a supply of fresh drinks to meet their needs. Children are beginning to learn about handling food and how germs are not good for them during discussion at snacktimes. They have opportunities for physical activity on a daily basis as the childminder takes them

out into the spacious garden, ensuring they can safely access a range of equipment and play resources under her close supervision.

Children develop their knowledge and understanding of the wider world through their play and by using an expanding range of resources and activities. They are learning to play both independently and cooperatively, with the childminder's encouragement. She ensures children receive positive praise as they play and encourages them to behave well, respect each other and use good manners. The childminder demonstrates consistent behaviour management strategies, reminding children gently of her house rules as necessary.

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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