

Inspection report for early years provision

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Inspection date	02/02/2011
Inspector	Sonjia Nicholson
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 2010. She lives with her husband and two children aged eight and two years in a house in the Southcourt area of Aylesbury in Buckinghamshire. It is close to the town centre, a school and a Children's Centre. Children have use of most rooms in the house including the lounge/diner, toilet and a bedroom on the first floor for daytime naps. There is an enclosed garden available for outdoor play. The family has a cat and two rabbits.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years; two of whom may be in the early years age group. There is currently one child on roll who is within the early years age group. 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 well cared for within this welcoming family home. The childminder knows the children well and takes appropriate action to ensure their needs are met, for example, when they are unwell. The childminder is keen to improve her service. She has completed several courses since registration to add to her knowledge and skills and has plans to create a safe play area in the rear garden and organise the toys so they are more accessible and help children make independent choices. The childminder is aware of the gaps in her knowledge regarding planning, observation and assessment.

What steps need to be taken to improve provision further?

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

- keep a record of all incidents and concerns about a child's welfare
- develop a system of self-evaluation to reflect on all aspects of practice and use this as a benchmark for improvement and to build confidence
- gather information about children's starting points for learning and use this as a basis to begin making assessments of their progress and use information from observations to plan for individuals.

The effectiveness of leadership and management of the early years provision

The childminder understands her responsibility to protect children. She has some knowledge of safeguarding issues gained from attending a course and has devised her own policy containing the procedure to follow if she has concerns about a

child. She uses the National Childminding Association book to record accidents but does not always maintain details of concerns or incidents that could lead to further action being taken or complaints being raised. Children play in a safe environment as the childminder recognises hazards and takes action to prevent accidents, for example, stair gates are in place to prevent access to the kitchen and first floor. She records this information on written risk assessment documents which also includes outings and activities. The rear garden is not in use as work is needed to make it safe, including removing the decorative shingle, making the shed secure and removing general debris. In the meantime the childminder has created a safe play area to the front of the home which children use under her supervision. Children travel in a buggy and the childminder ensures they are safely restrained at all times; she talks about road safety so they begin to develop an awareness of hazards when out and about. There is a sufficient range of toys for children, some of which are available each day, such as, the wooden dolls house and play kitchen. Others are stored in the utility room and rotated daily by the childminder; she has plans to sort these into boxes and add labels and photographs so children can make independent choices about what they want to do.

The childminder recognises that all children are different. When they first start she asks their parents to provide information about their routine and likes and dislikes so she can provide appropriate care. Children have the opportunity to socialise with a range of people, for example, they says hello to the childminder's elderly neighbours and mix with other childminders and their minded children at toddler groups. The childminder has a positive attitude and recognises that children are more tolerant of others when they know about them and their background. Children learn about their local environment as they travel in the buggy to the shops, library and Children's Centre and celebrate a range of festivals to help them learn about the wider world. For example, at Christmas they made mince pies, cards and decorations and most recently paper plate rabbits as part of their Chinese New Year celebrations. Children have access to a growing selection of toys and resources that reflect diversity, including books about religion and disability and dolls of different races.

The childminder has identified some areas for development within her setting; she is eager to increase her own knowledge and creativity and has recently purchased a book written by a well-known child care expert to help her interpret the Early Years Foundation Stage and provide new ideas for activities. She also regularly accesses childcare websites for inspiration. The childminder often thinks about the negative aspects of her practice instead of focussing on the positives as a benchmark for improvement and to build her confidence. The childminder has established a good working partnership with her 'Bucks Buddy' childminder who offers support and advice. She attends the Children's Centre to use their facilities and to meet up with other childminders to discuss practice issues. Parents are happy with the service provided. They like the fact the childminder communicates well, follows the same routine as at home, makes adults and children feel comfortable, keeps them updated on children's progress and provides a good range of activities and outings. A thank you card received by the childminder highlights the fact parents appreciate her and feel happy going to work knowing their child is happy. Parents receive professionally presented documentation with the childminder's business name and logo, designed and printed by her husband

who is very supportive of her career. A notice board in the hallway displays relevant certificates and information. The childminder provides verbal feedback to parents each day, for example, discussing their health and simple observations, such as the fact they have been using their left hand when holding objects. The childminder maintains all necessary documentation and has devised a range of written policies, some of which require minor amendments.

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

Children feel safe and settled in the childminder's home. They interact well with her and her family and are familiar with the daily routine. They go out and about with the childminder to extend their learning. For example they go to the weekly toddler group and to a children's farm and local goat centre to develop their knowledge and understanding of the world. The childminder has begun to record activities on a planning sheet but her lack of confidence and knowledge means she does not make links to the early learning goals. Children's current stage of development is known by the childminder through some basic observations; for example, she knows a child is able to name some two dimensional shapes and is starting to use mathematical language, such as, 'big' and 'small' but she does not gather any information about children's starting points when they first attend. Plans to move children on to their next steps in learning are sporadic. Children enjoy healthy meals and snacks with the childminder; they tuck into strawberry fruit flakes for their snack which they are allowed occasionally. The childminder ensures parents' preferences regarding food are adhered to, for example, she does not offer sweets or chocolate. Children take part in lots of cooking activities where they learn skills for the future as they stir the mixture and talk about the ingredients. The childminder ensures children wash their hands and face before and after eating using individual flannels; when having their nappy changed upstairs she encourages them to use liquid soap to wash their hands at the basin so they begin to learn good habits. The childminder is very mindful of maintaining children's privacy and dignity when completing nappy changes. If visitors are present she takes the changing mat upstairs but generally she completes them downstairs ensuring the curtains at the large window are closed so passers by cannot look in.

Children who become unwell are cared for with kindness by the childminder. She effectively implements both her sickness and medication policies; she texts a parent to inform them that their child is unwell and to gain further consent to administer pain relief medicine as a back-up to the written consent already in place. She offers verbal reassurances and cuddles on the sofa but when it is evident that the medicine has not had any effect she contacts the parent again and asks them to collect their child.

Children are encouraged to share and play co-operatively; the childminder intervenes to resolve minor squabbles and tries to ensure there are enough resources for each child for example; they both push a small buggy around the room. Children enjoy listening to a story called 'Once Upon a Time' about nursery rhymes read by the childminder. She asks questions to make them think, such as

'who's that' and they appear genuinely interested in the story.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3

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	3
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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