

Inspection report for early years provision

Unique reference number	EY421954
Inspection date	12/08/2011
Inspector	Susan Ennis
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 assesses 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.

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

© Crown copyright 2011

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 2011. She lives with her husband, parents-in-law and three children aged seven months, two and 12 years in Great Linford, Milton Keynes in Buckinghamshire. The childminder lives close to shops, parks, schools and public transport links. The whole of the childminder's house, apart from two first floor bedrooms, are used for childminding and there is access to a fully enclosed garden for outside play.

The childminder provides care on each weekday during term-time and school holidays. She is registered on the Early Years Register to care for a maximum of one child in the early year's age range and is currently minding one child in this age group. She also offers care to children aged over five years and this provision is registered on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming, safe environment for all children and ensures that all are included and supported. Children make sound progress in their learning and development because the childminder's flexible approach to planning generally meets their individual needs. The childminder has started to evaluate her practice. Consequently, she is able to make changes to improve the daily care and experiences she offers the children, parents and carers. She demonstrates a growing awareness of the practice required to promote the outcomes for children and has the capacity to improve further.

What steps need to be taken to improve provision further?

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

- develop further the use of initial starting points, assessments and planning to demonstrate children's progress towards the early learning goals and ensure that this information is shared with parents
- ensure that reasonable steps are taken to maintain the safety of children and others on the premises in the case of fire. This refers to the carrying out of regular fire drills and the position of the fire blanket
- increase children's understanding of the wider world by providing a range of activities and resources that reflect the diverse society in which they live
- develop further the use of reflective practice to highlight their strengths and areas for improvement.

The effectiveness of leadership and management of the early years provision

The childminder has appropriate policies and procedures in place to ensure that all children are protected. For example, she has attended training to increase her safeguarding knowledge and has the local contact numbers for reporting concerns should they arise. She ensures that anyone coming into contact with the children is suitable to do so and appropriately checks the identification of any visitors to the premises. Children's safety is further protected because the childminder takes relevant steps to minimise the hazards. Daily safety checks are carried out as well as regular risk assessments of the areas used by the children. The childminder has devised an emergency evacuation procedure. However, this is not regularly practised and children are not becoming aware of what to do in an emergency. Also as the fire blanket is not suitably positioned, as it is not easily accessible should it be needed in an emergency and therefore children's safety is potentially affected.

The childminder has a positive understanding of anti-discriminatory practice, enabling her to provide a service which is inclusive for all children and families. She works with the parents to ensure that she recognises each child's background, needs and beliefs. Children are gently encouraged to recognise differences and respect diversity. However, the range of resources and activities reflecting the diverse society in which we live are currently limited restricting children's understanding and further knowledge.

Most aspects of the children's individual development are promoted because the childminder has suitable procedures and resources in place to support, monitor and evaluate their progress. The available resources are broadly used and the inclusive, child-friendly environment is mostly conducive to children's learning and play. For example, low-level storage encourages the children to self-select what they want to play with and the childminder regularly rotates the resources to provide added interest and stimulation. The children also make active use of the garden where they, for example, enjoy developing their understanding of the natural world as they look for the frogs living near the pond and extend their physical development as they bounce on the trampoline.

The childminder builds trusting relationships with parents. She generally updates them about their children's welfare and development through use of verbal communication and a daily diary. This is very much appreciated by the parents who enjoy reading about their children's day. However, this is an area for further development to ensure that parents feel fully involved in their children's progress. Parents are encouraged to share any concerns they may have and are made aware of the childminder's policies and procedures including the complaints procedure. The childminder demonstrates an awareness of liaising with other agencies and early years providers and plans to develop this area of her practice once the children start attending other settings.

The childminder demonstrates a commitment to sustainability as she plans to attend more training courses to improve her knowledge and the outcomes for the

children. She is becoming more aware of the practice required with regard to her childminding and is positive about receiving feedback during the inspection process. However, as only basic self-reflection is currently taking place, strengths and areas for improvement are not being sufficiently highlighted therefore limiting further progress.

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

The childminder offers an appropriate range of opportunities to support the children to make satisfactory progress in the areas of learning and development. Her flexible approach to planning ensures that children's choices, likes and dislikes are taken into account. For example, having printed off pictures of the children's favourite characters, the childminder encourages their mark making skills by asking the children if they would like to colour the pictures in. They excitedly say 'We're going to do some colouring' and choose which character they want and which colour crayon. They ask for more crayons when they want them and the childminder extends their language skills by reinforcing the names of the colours, for example, by giving them a clue such as sounding out the 'G' for green. The children then receive lots of praise for their 'Lovely colouring'. The childminder is generally aware of where the children are in their development and is starting to use observations and assessments to plan their next steps. However, there is limited information regarding children's starting points and current systems do not consistently demonstrate the areas of learning covered by the activities provided, how children's next steps are incorporated into planning or where children are in their overall development towards the early learning goals. Therefore children's individual progress is not optimally promoted.

The childminder suitably ensures that there is a balanced range of activities to stimulate children's interests. For example, they develop their problem solving skills as they sing number rhymes and their imaginary skills as they instigate playing 'visiting the shops' whilst in the garden. They also develop their creative skills as they enjoy using the play dough and sand.

Children are clearly settled with the childminder and forge positive friendships with her and their friends. They demonstrate this as they become more independent and trusting in the environment provided. Children are encouraged to use appropriate behaviour and the childminder, acting as a positive role model, helps them make the right choices. Children are also becoming thoughtful of others as they, for example, help the baby to put on their sock which has fallen off onto the floor.

Children's health and welfare are positively promoted as the childminder takes appropriate steps to minimise the spread of infection and develop children's understanding of healthy living. For example, they know to wash their hands after being in the garden and are reminded not to put the toys in their mouth as they may be dirty. Children are becoming aware of their own safety as they discuss road safety when out and about and adhere to sensitive reminders from the

childminder. For example, they are reminded to sit on their chair correctly and are asked to remove the balls from the trampoline in case they fall onto them.

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
--	---

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

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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----