

Inspection report for early years provision

Unique reference number	EY361550
Inspection date	26/11/2008
Inspector	Jane Plested
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2007. She lives with her family in Aylesbury, Buckinghamshire. Childminding takes place in the living room and a bedroom in the childminder's home. Toilet and washing facilities are located in close proximity to the area where children are looked after. There is a communal area for children's outdoor play. The childminder's home is located within walking distance of local amenities, including shops, parks and schools.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently three children on roll. The childminder takes children to, and collects them from, the local school.

Overall effectiveness of the early years provision

All children receive an adequate care and learning experience within a homely environment, where they are encouraged to be physically active. The childminder lacks familiarity with the regulations and, as a result, she has failed to inform Ofsted of a change to her household. She is beginning to implement appropriate assessment systems to identify children's stage in learning. All children benefit because the childminder shares her attention equally and encourages all children to participate in the activities but she lacks resources which help them understand differences. Overall, the childminder places sufficient priority on children's safety, for example, by implementing previous recommendations from the regulator, but she lacks some of the formal systems required.

What steps need to be taken to improve provision further?

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

- develop more effective assessment systems so that they inform the planning and include a next stage of learning across all six areas of learning
- ensure children have an appropriate level of understanding of the fire evacuation procedures
- develop understanding of the Early Years Foundation Stage to improve the planning and support for learning across the six areas of learning
- develop resources to provide images of difference and activities to support children's awareness and understanding of diversity
- make sure children can easily identify their drinking vessels to avoid accidental sharing.

To fully meet the specific requirements of the EYFS, the registered person must:

- improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of relevant matters such as changes to the persons over 16 years living or working

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on childminding premises (Suitable people) (also applies to the compulsory part of the Childcare Register)

- put in place and maintain a record of the risk assessments of premises (Suitable premises, environment and equipment) (also applies to the compulsory part of the Childcare Register)

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The leadership and management of the early years provision

Children benefit from the importance the childminder places on their well-being. She ensures this through her strong understanding of child protection issues. Her home is clean and safe and the childminder is taking steps to improve the play environment. However, her formal risk assessment processes only apply to the garden and her outings. Therefore, she has no evidence of risk assessments of the premises. Although the childminder has procedures for the emergency evacuation of the premises, she has not thought to share this information with children. This means they will not know how to act in the event of an emergency. The childminder clearly takes pleasure in the time she spends supporting young children's enjoyment of music and song, and their developing early language skills. She understands young children have a short attention span and moves her programme of activities on so they remain interested. She successfully encourages children to be helpful, by successfully using positive behavioural management strategies.

The childminder positively promotes children's physical health and the development of language skills through music, rhymes, walks and outings. She provides children with home-made meals, which parents value, and stores any food brought from home safely. Most of the childminder's practice to support the prevention of infection is sound. The written policies and procedures work well and the childminder shares these with parents effectively. The majority of regulatory records are in place. However, there are some weaknesses in the systems for the assessment of children's learning and development. The childminder is beginning to reflect on her practice. She has some understanding of her strengths and completes some additional training to aid her work with children. She works closely with parents to support individual children's care needs and shares each child's day-to-day experiences with their parent on collection verbally. References from parents indicate they are very satisfied with the childminder's service.

The quality and standards of the early years provision

Children play freely in a safe environment because the childminder uses accident prevention equipment, supervises them closely and reminds them of risks from toys lying on the floor. The home is clean and the childminder manages nappy changing routines hygienically. Children learn to make healthy choices within their meals. For example, they enjoy tuna and vegetable pasta for lunch. However, a lack of planning regarding access to drink means that children have identical cups

and, as a result, accidentally share drinking vessels. This risks the transfer of infection. The newly organised playroom provides children with access to a number of play materials and books. The childminder displays their work, which helps children feel valued. Some books provide images of differences, but overall there are insufficient resources to help children learn about diversity.

All children are secure and are beginning to learn about building relationships with their peers. They generally behave well and are learning to be helpful. The childminder achieves this by providing plenty of encouragement and verbal praise. Children enjoy their play and develop physically. For example, children have fun exploring music with instruments and movement as they vigorously shake maracas and dance to nursery music. They walk locally to observe the outdoor environment and to visit the park to use larger apparatus. Children regularly attend a number of toddler groups, which has resulted in them becoming increasingly self confident. They experiment with different painting techniques, for example, during the inspection young children used 'paint dobbers' to create pictures. All children are positively encouraged to develop their communication, language and literacy skills. During the inspection the childminder encouraged young children to say new words and name animals pictured in the book they use. She talked about differences between a man and a boy. Children learn to say familiar rhymes such as 'Baa Baa Black Sheep'. Children spontaneously count out their allocated five flash cards, as they play with the childminder, showing their developing numeracy.

The childminder is developing her understanding of the six areas of learning and systems for assessment. She has some sound observations of children's abilities, which include ideas for future development but they do not yet cover all six areas of learning sufficiently to enable the childminder to successfully target her planning across the curriculum and take every occasion to move children forward in their learning and development. All children benefit from the trouble the childminder takes to gain information about their care. However, there is no system for parents to inform the records of what their children know and can do and their ongoing development. Older children benefit from the dialogue between minder and teacher. This results in planned support of reading and phonics. Parents have contributed to the inspection by providing positive references, which record children are secure and making progress.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitable people).

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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.