

## Inspection report for early years provision

---

<b>Unique reference number</b>	141518
<b>Inspection date</b>	19/01/2009
<b>Inspector</b>	Sarah Fletcher
<b>Type of setting</b>	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 registered with Ofsted in 2001. She lives with her adult son and his partner in New Bradwell, close to Milton Keynes. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register to care for a maximum of six children at any one time. She is currently caring for five children in the early years age range and three school age children, on a part time basis. The childminder walks to local schools to take and collect children and helps to run a local parent/toddler group. The family currently has two cats and tropical fish.

## **Overall effectiveness of the early years provision**

Children are developing good relationships with the childminder and each other as they settle into the welcoming environment and access a wide range of freely available toys, resources and equipment. The childminder takes time to get to know each child in her care to routinely meet their individual needs, which enables her to recognise their uniqueness, regardless of their background, ability or culture. She provides a variety of flexible activities to include all age groups in her care, helping children learn and develop at their own pace. The childminder demonstrates her commitment to continuously improve the quality of care and learning for all children by attending appropriate training courses to enable her to effectively promote outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- devise and implement a system to deliver the Early Years Foundation Stage framework effectively, and further develop observation and assessment of individual children's progress to identify their next steps towards the early learning goals
- develop links with other providers of the Early Years Foundation Stage where children attend to ensure children receive the framework effectively
- extend the range of resources that promote positive images of the wider world to children and develop their understanding of other people's cultures and beliefs

## **The leadership and management of the early years provision**

The childminder ensures she safeguards children well, keeping them under appropriate levels of supervision for their age group and protecting them from unvetted adults at all times. Children benefit from the childminder's sound knowledge of child protection issues and practice. She understands the importance of recording any concerns and explains her role and responsibilities to protect

children to parents through her clearly written policy. The childminder has clear awareness of safeguarding children in her care, by keeping all areas of her home child friendly, well maintained and by using appropriate documentation as required. She uses an effective system of risk assessment for all indoor and outside areas children use and assesses her minding practice, using a written system of self-evaluation towards improvement.

Children benefit from the childminder's well established, two-way communication system, as she works closely with parents to support individual children's needs. Clear policies and procedures sustain minding practice effectively because the childminder ensures she shares them with parents and updates them as required, keeping all children's records confidential and stored securely. The childminder is beginning to create individual record books with some examples of photographic evidence to enable her to monitor children's progress towards the early learning goals. She is aware of the requirement to develop links with other providers of the Early Years Foundation Stage where minded children attend, but has yet to establish an exchange of relevant information to ensure the framework is delivered effectively.

## **The quality and standards of the early years provision**

Children of all age groups receive good levels of support in their play, with the childminder using higher levels of interaction for younger children to support their language development and encourage their confidence. They are becoming enthusiastic learners and are beginning to make progress from their individual starting points. The childminder is starting to implement the Early Years Foundation Stage and has begun to make flexible plans and some observations and assessment of children as they play. However, she has yet to develop a system for delivering the framework effectively to promote outcomes for children or to use her assessments to plan children's next steps of individual learning.

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. Children are beginning to develop an understanding of other cultures through their play as the childminder provides a selection of resources to help them learn about disability. For example, some play figures in wheelchairs and books with additional languages such as Braille are freely available. However, the range of resources that promote positive images of the wider world to children and activities to help them develop their understanding of other people's cultures and beliefs are limited.

The childminder effectively reduces the spread of infection through helping children to learn simple hand washing procedures and by maintaining a clean and hygienic environment. She is a good role model and encourages children to remember their hygiene routines through gentle reminders as necessary. Children benefit from the childminder's good understanding of healthy eating, as they receive a variety of nutritious lunches and healthy snacks each day and drink freely from individual cups, which are replenished as required. Children have opportunities for physical activity on a daily basis, for example, walking to and

from pre-school and a variety of activity groups throughout the week or playing together in local parks after school. Children play both independently and cooperatively, sharing play resources well. The childminder ensures children receive positive praise as they play and encourages children to behave nicely and use good manners. She demonstrates consistent behaviour management strategies, reminding children gently of her house rules as required.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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](http://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
--	-----

## **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 there have been no complaints made to Ofsted since the last inspection.

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.