

Inspection report for early years provision

Unique reference number	141527
Inspection date	08/01/2009
Inspector	Susan Marriott

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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1988. She lives with her husband and an adult son in their house in Newport Pagnell. Access to the house is gained from the front garden path. The childminder uses the whole of the ground floor for minding and there is a ground floor cloakroom facility. A fully enclosed garden is available for outside play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for six children at any one time and is currently minding four children in the early years age group on a part-time basis, together with three older children for out of school hours care in term time and for school holidays. The childminder walks to the local school to collect children and takes them to the local park. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children are well-engaged in play-based activities in an appropriately inclusive manner, and the childminder has made an excellent start to implementing the learning and development requirements. This friendly, flexible and reliable childminder promotes most aspects of children's welfare with success, ensuring that they are safe and secure, but required formal risk assessment is not in place. There is a close working partnership with parents which ensures they are kept well-informed of all issues relating to their child's care and learning. The childminder has begun to make use of self-evaluation to identify key strengths and areas for development. She usefully exploits her professional contacts in various organisations to obtain help, support and advice to continuously improve her childcare service.

What steps need to be taken to improve provision further?

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

- develop the current assessment system to demonstrate how the activities and observations are used to identify learning priorities for individual children and show their progression, using the criteria from the Practice Guidance for the Early Years Foundation Stage.

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

- develop and conduct a clear risk assessment and review it regularly.

31/01/2009

The leadership and management of the early years provision

Clearly written records, policies and procedures underpin the safe and efficient management of most aspects of this flexible, warm and welcoming provision. The needs of all children are met and the childminder has generally implemented the learning and development requirements in relation to planning and assessment. She links her observations to the early learning goals but does not then link these further to the criteria in the Practice Guidance in order to fully secure children's progression through the Early Years Foundation Stage. All activities involve all the children at their individual developmental level, as the childminder offers a fully inclusive programme of activities. Children are kept safe because the childminder meets the qualification requirements and has a competent knowledge and understanding of child protection issues.

Children can readily access toys and equipment and this ensures that they develop personal independence and the ability to make choices and decisions. The childminder devotes her time and attention to the children during minding hours, effectively promoting learning through play. Risk assessments are carried out visually on a daily basis and preventative action is taken to address identified hazards and minimise the risk to children. However, the system is insufficiently formalised to meet requirements. She reviews her practice in order to identify strengths and weaknesses and is seeking to improve, as shown by the evidence supplied in the self-evaluation form. Extremely effective links with the parents and carers and other agencies enable the childminder to tailor activities to the individual children in her care.

The quality and standards of the early years provision

Children build close and trusting relationships with this childminder in her home from home environment. Children are happy and confident in their surroundings which helps with them to develop independence and self-esteem. The childminder tries to include every aspect of family life which a parent provides for their children if at home. Children benefit from a well-thought out learning environment which helps them to progress towards the early learning goals. For example, the childminder dedicates her living room to children's play and uses the cupboard top to the side of the fire place as a child-height work surface for books and puzzles. They are happy to explore the contents of the toy boxes brought into the living room on a rotation basis.

Children have lots of choice and the childminder readily responds to child-led play, sustaining a high quality of interaction with the children which develops positive attitudes to learning. Children enjoy play in the recent snow, remarking how cold the snow is and that when they walk it makes a crinkly sound. The childminder encourages them to count their footprints and the children notice the differing sizes. The childminder then includes 'size order' into this month's topic plan. She sets age appropriate challenges, providing a darkened play tent in which children can explore a fibre optic light. Through everyday domestic activities and play, children have daily opportunities to go learn to recognise colours, shapes, letters,

to count and identify facial features and parts of the body. For example, children like to help to empty the washing machine and count the socks.

The childminder flexibly organises her week to ensure that children benefit from balanced, planned and purposeful play, in and out of doors, at home and at a variety of groups. Children walk to and from school and play a favourite game of counting cars and identifying their colours. Children visit the local parks where they can explore fixed equipment and enjoy planned nature walks along the river. They benefit from daily fresh air and enjoy the garden as an extension of the learning environment. For example, they can help to pick vegetables from the allotment patch, tomatoes from the greenhouse and collect eggs from the hens. The childminder takes the children to visit different groups of friends where they meet new faces in a social context. Suitable documentation is maintained relating to accidents, medication and incidents and clear, robust procedures are in place, protecting the children's health and well-being. The children learn about keeping safe. Children's behaviour is managed well and effective strategies ensure their social, physical and economic well-being are very well met.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	2
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

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

Met

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 Register section of the report (Suitability and Safety of Premises and Equipment).

31/01/2009

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.