

Inspection report for early years provision

Unique reference number	EY376921
Inspection date	23/07/2009
Inspector	Cordalee Harrison
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 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 registered 2008. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and their two children who are aged two and under one year. They live in Eaglestone, Milton Keynes, Buckinghamshire. Childminding is mainly contained to the ground floor of the childminder's home, where children have access to the living room, a bedroom and washing and toilet facilities. There is a secure rear garden for outdoor use. The childminder's home is within walking distance of local amenities such as shops, parks and schools.

The childminder is registered to care for a maximum of four children under eight years. Of these, one may be in the early years age group. Currently, there is one child on roll; the child is in the early years age group.

Overall effectiveness of the early years provision

Overall, the provision is satisfactory. The childminder has sound understanding of the Early Years Foundation Stage and guidance. She applies her knowledge well to meet children's learning, development and welfare needs. Children are at ease in the homely environment; they interact warmly with the childminder and their peers. They are happy, settled and sufficiently confident to express themselves because they feel included. The exchange of good quality information between the childminder and parents ensures that they work in partnership to meet children's needs. Since registration, the childminder's participation in training to develop her understanding of the Early Years Foundation Stage, behaviour management and food safety are good indicators of her willingness to improve her practice.

What steps need to be taken to improve provision further?

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

- develop the range of resources and present them in a manner that helps children to make independent choices about play
- continue to develop children's observation records and link their achievements securely to the expectations of the early learning goals, to ensure that each child's progress is maximised
- develop knowledge of the Local Safeguarding Children Board's guidance, to be confident of the procedure to follow to deal with issues of concerns about children's welfare
- make sure that all fire fighting equipment is readily accessible and develop the risk assessment to include outings

The leadership and management of the early years provision

Although the childminder relates that safeguarding to all aspects of her provision, such as health and safety, food, welfare and child protection, her practice is not fully developed to ensure that she consistently applies her knowledge to her daily practice. The premises are secure; children are not able to leave unsupervised and hazardous substances are not accessible to children. Fire fighting equipment is available in the home; smoke detectors are in working order, but the fire blanket is not readily accessible in the kitchen. A procedure for assessing risks is in place, but it does not identify all potential hazards, such as the clothesline in the garden. In addition, it is not fully developed to include assessing risks on outings. The childminder knows that children are to wash their hands before eating, but the routine for doing so is inconsistent. The childminder fully understands her responsibility to protect children from abuse and neglect. However, she is not familiar with the Local Safeguarding Children Board's guidance, to ensure that she fully understands the procedure she is to follow to deal with concerns about children's welfare. All documentation required to safeguard children's welfare is in place. For example, children's record forms include all of the required information and attendance records are accurate and up to date. Essential statements, such as, child protection and complaints are in place, but the information they contain is not updated to reflect the Early Years Foundation Stage. The childminder's use of self-evaluation is tentative, currently it provides her with some useful information. For example, she recognises that she needs to increase the range of play resources for children to use in their activities daily. Through the process, she also acknowledges that she manages some aspects of safety and safeguarding well. However, the self-evaluation is a work in progress; it is not sufficiently objective to inform all areas of her practice to ensure that weaknesses are addressed in a timely manner. The childminder maintains open lines of communication with parents; the daily exchange of information ensures that both parties are clear about their expectations for children's learning, development, and welfare, they are able to deal with any issues of concern as they arise.

The quality and standards of the early years provision

Children are learning through play and first hand experience that introduces them to all areas of the early years curriculum. They enjoy activities such as music and movement, and promote their physical development as move freely to different rhythms. Familiar nursery rhymes help them to sequence words and numbers as well as develop memory and recall. Children are enthusiastic to learn, however, the range of resources available to them is limited, in addition, the manner in which the childminder stores and presents play resources does not encourages children to make independent choices about play. This limits the opportunities for children to think independently and to engage themselves in activities that are of particular interest to them.

Some open questioning from the childminder encourages children to think and respond with words and gestures. They consolidate their learning, develop their vocabulary and demonstrate their understanding of different concepts as they use

describing words such as circle and identify primary colours to explain what they are doing. The childminder's timely intervention in children's activities introduces new words and explanation to extend their activities and keep children focussed. Modern interactive play resources, such as phones and play centres, introduce the children to technology. They further develop skills for the future as they build, construct and use their imagination. Through regular routines, practice and clear boundaries children are developing their understanding of health, hygiene and safety. For example, they learn to wash their hands before eating and after activities, they practice the fire drill, which helps them to evacuate the premises quickly and safely; they are learning that it is important to follow the childminder's guidance. To promote children's individual progress the childminder is at an early stage of developing observation and assessment records. However, her records are not sufficiently developed to be confident that children regularly experience learning all aspects of the areas of learning or that their progress is specific and timely. For example, planning for activities is general; there is no information to show how she identifies challenges for each child.

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.	2

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?	2
How well are children safeguarded?	3

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

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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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