

Inspection report for early years provision

Unique reference number	EY396723
Inspection date	16/02/2010
Inspector	Sarah Fletcher
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 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 2009. She lives with her two-year-old child in Bradwell, near Milton Keynes, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, except the main bedrooms and there is an upstairs bathroom. Children have access to a fully enclosed garden and the family have no pets.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than two of which may be in the early years age range. She is currently minding two children in this age group on a part time basis. The childminder also offers care to children aged over five years to 11 years and is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She takes and collects children from the local school/pre-school and goes to several toddler/activity groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are developing secure relationships with the childminder and each other as they settle into the welcoming family environment. She provides a range of age appropriate toys and some flexible activities to help them learn and develop at their own pace. The childminder takes time to get to know each child in her care and mostly meets their needs routinely, helping her to recognise that children are unique, regardless of their background or ability. The childminder has a basic understanding of implementing the Early Years Foundation Stage framework and has limited knowledge of equality and diversity. However, the childminder is proactively addressing these weaker areas to improve her practice and enable her to promote outcomes for children more effectively.

What steps need to be taken to improve provision further?

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

- ensure all required permissions are obtained from parents to promote children's welfare effectively at all times
- ensure children's hygiene routines are followed appropriately to prevent cross infection at all times
- strengthen the observation and assessment systems to demonstrate children's individual progression towards the early learning goals and improve planning of future activities to enable children to attain their next steps previously identified through individual observations
- develop effective knowledge and understanding of equality and diversity to ensure children receive appropriate support and have opportunities to learn about the world around them through their play and communications

The effectiveness of leadership and management of the early years provision

The childminder ensures she safeguards children well by keeping them under appropriate levels of supervision for their age group, practising the fire evacuation procedure and protecting them from unvetted adults at all times. She keeps her home child friendly and well maintained, using appropriate documentation as required, although not all parental permissions have yet been obtained. The childminder uses detailed daily checks for assessing and reducing hazards to children and has developed an efficient system of risk assessment for all areas children use, indoors and outside. She has a sound understanding of protecting children from harm and knows the importance of keeping records of any concerns to promote children's safety effectively at all times. The childminder's written safeguarding policy is shared with parents to protect children and she obtains the latest information to ensure she is aware of current requirements. The childminder is beginning to assess her practice through a developing system of self-evaluation, identifying some areas for development and taking positive steps towards improvement, such as attending a range of appropriate training courses to enhance her knowledge of children's learning and development and her understanding of equality and diversity.

Children benefit from the childminder's developing two-way communication system, as she works closely with parents to support individual children's needs. She understands the need to work collaboratively with other settings children may attend in order to fully support their learning and developmental requirements. Written documentation, such as policies and procedures, sustain minding practice as the childminder shares them with parents, keeping children's individual records confidential and stored securely. Children have access to a range of toys, resources and equipment which are freely available, offering interest and challenge for their age group. The childminder designs her daily routine to enable children's choices of activities and age appropriate resources to aid their learning.

Children are beginning to make progress in their learning and development as the childminder is starting to implement the Early Years Foundation Stage framework. She creates individual children's records with some written examples and photographs of her findings, linked to the appropriate areas of learning. However, her current systems of observation and assessment do not yet assess children's individual progress towards the early learning goals effectively. The childminder is beginning to make some flexible plans for children's future activities, taking into account their individual interests, although she does not currently plan activities to incorporate their next steps of learning identified through previous observations.

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

Children receive appropriate support for their language development and to encourage their developing self-confidence. They 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 learning to play both independently and cooperatively, with the childminder's encouragement. She ensures children receive individual positive praise as they play and encourages them to behave nicely, respect each other and use good manners. The childminder demonstrates consistent behaviour management strategies, reminding children gently of the house rules, using explanations and distraction as appropriate.

Children's understanding of healthy eating is developing as they receive a variety of nutritious meals and healthy snacks from the childminder to meet their individual dietary requirements. They enjoy cooking on a regular basis, for example, making cookies together or icing small cakes under close supervision. The childminder takes positive steps to reduce the spread of infection by maintaining a clean and hygienic environment and helping children to follow simple hand washing procedures. However, these routines are not always followed; for example, children are not always reminded to wash their hands before eating lunch. Children have opportunities for physical activity on a daily basis as they walk to and from pre-school with the childminder and visit the local parks, where they can safely access a range of play equipment under her supervision.

Children are starting to develop their knowledge and understanding of the wider world through a growing selection of resources and activities the childminder provides, although this is currently somewhat limited. The childminder is able to help children understand through discussion that each of them is equal and has valuable differences. She recognises that each child is unique; whatever their background or ability, and that children of similar ages do not all learn at the same speed, having different individual strengths. The childminder has a limited knowledge of differing cultures and festivals and plans to improve this through attending appropriate training courses to develop her knowledge of equality and diversity, which will enable her to support children's learning of the world around them through their play and communications.

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

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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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	2
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

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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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