

Inspection report for early years provision

Unique reference number	EY386324
Inspection date	04/08/2010
Inspector	Cordalee Harrison
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.

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Description of the childminding

The childminder registered in 2009. 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 aged two and eight years. They live in Bradwell Common, Milton Keynes, Buckinghamshire. Childminding activities are mainly contained to the ground floor of the childminder's home, where they have access to the living room, kitchen diner and the conservatory, which is the playroom. Toilet and washing facilities are located on the first floor. A fully enclosed rear garden is available for outside play. Shops, toddler groups, a park, library and other amenities are within walking distance of the childminder's home. The childminder collects children from the local school. The family pet is a dog. The childminder is a member of the National Childminding Association.

The childminder's registration permits her to care for a maximum of five children under eight at any one time. Of these, two may be in the early years age group. When working with an assistant at the above address they may care for a maximum of six children under eight years. Of these, four may be in the early years age group and of these, two may be under one year at any one time. Currently, there are seven children on roll, three are in the early years age group and three are in the compulsory age group of the Childcare Register, the other child is in the age group of the voluntary part of the Register. The childminder holds a relevant early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are at ease in the childminder's care; they are familiar with the routine, they know what to expect. The childminder works closely with parents and together they identify children's individual needs and starting points. This enables the childminder to provide for each child with consideration to its background, cultural needs and parents' preference. The childminder provides children with purposeful activities which keeps them motivated and interested as they learn through play. The childminder shows reasonable capacity for improvement, she has attended some training since her last inspection. Additionally, she is developing her childcare practice through regular contact with other childcare professionals as she makes use of the local Sure Start Centres. However, she has only practically met the recommendations made at her previous inspection.

What steps need to be taken to improve provision further?

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

- make sure that all areas of the premises are maintained to an appropriate level of hygiene to set the expectation for good standards of hygiene for children and to fully develop their understanding of healthy lifestyles

- improve children's development records to consistently include the next step for each child's progress and make sure that children can access their resources easily

The effectiveness of leadership and management of the early years provision

The childminder safeguards and promotes children's welfare, learning and development well. She has good knowledge of the Early Years Foundation Stage and this enables her to achieve a majority of good outcomes for children. The childminder is knowledgeable about the different aspects of safeguarding, such as child protection, management of health and hygiene, nutrition and documentation, her practice in most areas is strong. For example, she knows the main types of abuse and the signs and symptoms that indicate that children are at risk of abuse or neglect. She is clear about the procedure to deal with these concerns, which includes the lines of communication with the local and registering authorities. Working with an assistant, the childminder ensures they supervise the children closely. The childminder or her assistant can see or hear them at all times; this ensures that children are not alone with anyone who is not vetted.

The childminder works closely with parents to ensure that children eat balanced and nutritious meals and snacks. She provides children with snacks of fresh fruit and fresh drinking water is available to them throughout the day. Although the childminder is helping children to develop good hygiene habits through regular routines and practise, not all aspects of hygiene and health are managed well. For example, she does not maintain all areas of the premises to high standards of hygiene; this limits children's understanding of all aspects of healthy lifestyles. The childminder maintains all of the documentation that is required to safeguard and promote children's health. For example, she completes accident records and children's record forms with all of the necessary information. Although the record of children's attendance is relatively new, the childminder now completes it consistently to provide accurate information.

The childminder is working to drive improvement. For example, she has recently undertaken training to improve her skills and knowledge to manage children's behaviour, which has resulted in a significant improvement to the childminding environment. Thus improving equality and feeling safe for all children. Additionally, she has started to study for a degree in Early Childhood Studies. The childminder further promotes inclusion for children through close working relationships with parents; this allows her to meet children's unique and cultural needs according to parent guidance. The childminder has started to use the process of self-evaluation to assess her practice. She understands that it is a useful tool to identify strengths and areas for improvement. However, her use of the process is not comprehensive. She recognises the benefits of working closely with other practitioners, including a childminder whose practice is judged as exemplary. However, she has not recognised that there are weaknesses in the management of health and hygiene and that the manner in which she deploys the practical resources for children does not always allow them to make the best use of the resources.

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

The childminder plans children's daily activities effectively. This ensures that they experience purposeful play that introduces them to all areas and aspects of the early years curriculum. Children are achieving and enjoying well as they learn through play. Between the childminder and her assistant, they ensure that they supervise children's activities appropriately and that there is always an adult available to engage with the children to extend the learning opportunities. For example, the assistant sits at the children's level and joins them in play. Both the childminder and her assistant are kind, supportive and responsive to the children. They praise the children and let them know when they have done well. Children are beginning to learn that their contributions are valuable. Children are proud of their achievements and eagerly show what they can do. Although children are not able to access all of the resources easily, when they show interest in a particular activity or toy the childminder or her assistant are quick to follow the children's lead and get it for them.

Children are developing their communication skills well, because they feel safe and their self-esteems are high. They are confident to use words and gestures to make their communication clear. The childminder uses strategies such as regular routines and pictures to build the confidence of children who are at an early stage of speaking and understanding English. Music and movement is a familiar and favourite activity for the children. The childminder uses this activity skilfully to help the children to make connection across a number of areas of learning. The children are excited and eager to learn. They jump around and get exercise, they develop large and fine movements, balance and coordination, they sequence numbers and develop their recall as they sing enthusiastically. They show their enjoyment and ask for the activity to be repeated with favourite and familiar nursery rhymes. Children are developing a love of books and stories, the engaging manner in which the stories are read excites the children and develops their thought process as they anticipate what will happen next. Children are developing their confidence and skills for the future.

Practices such as eating balanced and nutritious meals and regular routines for hand washing, after using the toilet and before eating, are helping children in developing their understanding of some aspects of healthy lifestyles. However, some basic levels in the general hygiene of the premises limits their learning in this area. Safe management of the physical environment and regular practise of the evacuation procedure help to develop children's awareness of personal safety. Children are learning about the wider society as they engage with others out in the community and develop an awareness of different people, cultural activities and the different roles that people have in the community. Children are learning to be polite; they say please and thank you. The childminder helps children to begin to recognise when their behaviour is unwanted and to consider how their behaviour affects others. Children are learning to be kind and to consider others. The childminder has started to carry out regular observations of children. She uses the information from these records to inform the activity plans. However, children's

progress records are not sufficiently developed to consistently include planning for the next step in their learning and development.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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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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