

Inspection report for early years provision

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Inspection date	05/04/2011
Inspector	Maxine Coulson
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 2001. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one child aged 10 years. They live in a three bedroom terraced house on a residential road in central Milton Keynes. Childminding takes place on the ground floor with access to one bedroom upstairs for sleep purposes only. There is a fully enclosed garden that is available for outside play. Her home is within walking distance of shops, parks, pre-schools and schools.

The childminder is registered to care for six children under the age of eight years. She currently has five children on roll; of these, three are in the early years age range and one is over eight years. Children attend for various days and sessions.

The childminder is a member of the National Childminding Association, holds the National Nursery Examination Board (NNEB) qualification and has a Level 3 qualification in childminding practice.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the childminder provides effectively for children as she creates a calm, inclusive and welcoming atmosphere within a safe and secure environment. She builds strong partnerships with parents in order to form a secure understanding of children's individual needs. This enables her to provide children with an appropriate range of resources and activities for them as they make good progress within their learning and development. She is beginning to evaluate her childcare provision but has yet to identify key areas for development in order to make continuous improvement.

What steps need to be taken to improve provision further?

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

- obtain emergency contact details from all parents to ensure procedures can be followed in the event of a parent failing to collect a child at the appointed time. (Safeguarding and promoting children's welfare) 26/04/2011

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

- update training, in particular knowledge of changes to legislation of child protection procedures and to help drive and maintain continuous

improvement.

- increase children's awareness of how to stay safe by introducing regular fire drills, record details of any problems encountered and show how they were resolved .

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as the childminder has a clear understanding of her role and responsibilities whilst protecting children in her care. Effective vetting procedures are in place to ensure that adults in the household are suitable to be in contact with the children. The childminder holds a relevant first aid qualification and demonstrates a good understanding of safety issues. For example, she conducts effective risk assessments on her home, the garden and for outings. All required documentation, for example an accurate record of children's attendance, is kept fully up to date. However, the childminder has not obtained emergency contact numbers for all parents; this is a legal requirement. Although the childminder has appropriate fire safety equipment throughout the house, she does not practice regular fire drills to help increase children's awareness of how to stay safe. She promotes equality and diversity suitably, treating children as individuals and finding out all she can about their needs before they start to attend. She deploys her resources effectively so children of all ages can easily access them and ensures that toys are stored at appropriate levels; for example, small pieces of games and toys are kept out of reach of younger children and babies.

Children are cared for in a warm, child-friendly environment. All required policies and procedures are in place and followed to ensure children's welfare is effectively safeguarded and promoted. The childminder is caring and committed to providing a good quality service to children and their families. Children benefit from the well-established relationships in place between the childminder and their parents. They work closely together and share plenty of information, which positively impacts on children's care, welfare, development and learning. There are good procedures in place to make links with other providers and use information to extend the learning and development of the children. The childminder uses her self-evaluation to consider how her practices positively impact upon the children, but does not use this information to consider ways of developing those practices, which in turn improve outcomes for children.

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

Children are happy and settled in the childminder's care. They demonstrate a secure bond with the childminder, readily approaching her for spontaneous cuddles and are happy for her to join in their play. Children are keen to explore the toys and activities on offer and spend time engaged in self-chosen play, for example playing with pop up toys or musical instruments to shake and rattle, or to have a quick bounce on the small trampoline available for inside play. The childminder

responds well to the children, getting down to their level to engage them in their play, and interacts well with them.

Children are cared for in an environment that is warm and welcoming. They have access to a good range of toys and equipment that are well organised at a low level to encourage them to choose those they wish to play with, which they do with confidence. Children are provided with a range of activities that promote their development appropriately in all areas of learning. The childminder conducts sensitive observations on children to record their achievements and is developing her evaluations well to plan children's next steps of learning within their individual development.

Children appear to feel safe and secure because the childminder uses appropriate practices, such as ensuring all adults in the household are appropriately vetted and no visitors to the premises are left alone with the children. The environment is warm and clean and very high standards of hygiene are maintained. Children's good health is further promoted through the regular opportunities for them to develop their physical skills and be out in the fresh air. Children are developing their awareness of the local community as they regularly go for walks in the local environment to parks, shops and library. They play with various toys and equipment in the garden and the childminder supports children's social skills in sharing and turn taking. She has clear and appropriate boundaries in place and this helps children learn right from wrong. Children receive lots of ongoing positive praise from the childminder for their achievements and for managing tasks independently; children thrive in this positive and relaxing environment.

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	3

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	3
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	2
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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