

Inspection report for early years provision

Unique reference number	141292
Inspection date	09/02/2011
Inspector	Sonjia Nicholson
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 was registered in 1998. She lives with her husband and teenager in a house in Bletchley, Milton Keynes, Buckinghamshire. Childminding activities are confined to the ground floor of the home, where children have access to the living and dining rooms and a bedroom for sleeping. Washing and toilet facilities are at this level and there is a securely fenced rear garden for children's outside activities. The childminder's home is within walking distance of local amenities such as school, shops, parks and preschool.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time; of these, three may be in the early years age range. The childminder occasionally works with two assistants and when doing so she may increase her registered numbers to care for a maximum of six children under eight years; of these, six may be in the early years age range at any one time. Currently, there are six children on roll, four of whom are in the early years age range. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in this busy family environment. The childminder knows the children well and they are making steady progress in their learning and development as demonstrated by the observations undertaken. The childminder shows a good capacity for improvement. Since her previous inspection the childminder has attended a wealth of courses and workshops to enhance her knowledge, particularly in the area of safeguarding. She has changed her hygiene practices so children now wash their hands in the cloakroom and dry them using paper towels from a dispenser instead of using baby wipes. The childminder has completed a food hygiene course, registered with the Environmental Health department and received a visit from an Environmental Health Officer which has increased her understanding of how to handle, store and prepare food.

What steps need to be taken to improve provision further?

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

- link information gained through observations to inform the planning and improve the system in place to assess children's progress.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding issues and now fully recognises the vital role she has in protecting children. She has attended many courses and workshops, such as, 'Keeping Children Safe', 'Preventing Bullying' and 'Staying Aware' which has improved her knowledge. She confidently describes signs of possible abuse and the procedure to follow to report them. The childminder ensures her two assistants are suitably qualified in order to take sole charge of the children with parents' written consent. Children use a range of books to help them learn what to do in the event of a fire and they practise the evacuation drill on a regular basis. The childminder records details for future reference. Most fire safety equipment is in place. Risk assessments have been completed for all areas of the home and garden and safety measures such as socket covers and stair gates have been fitted to minimise hazards. This means children play in a safe environment. The childminder helps children to keep themselves safe; for example, she offers several reminders and explains the consequences of what might happen if you stand on a chair. Children travel safely in the childminder's vehicle to and from pre-school or further afield on fun outings where they are restrained in suitable car seats.

Children play with a good range of high quality toys and resources which they easily access around the lounge. For example, they use plastic food and props in the play kitchen, sit at the child sized table to complete puzzles and do threading and make a lot of noise with the musical instruments! Children are encouraged to tidy away after themselves so that toys remain in good condition and they learn to care for their environment. Following her last inspection the childminder has met the actions set and subsequently thought carefully about how she can improve her service. As a result she has attended many courses to develop her confidence when dealing with medication and safeguarding issues and increase her knowledge of the welfare requirements of the Early Years Foundation Stage. She has increased her selection of toys and resources that reflect diversity which now includes an interactive globe and books which help children learn about disability, racism, different cultures and real life situations, such as going to the dentist, hospital and on an aeroplane. The childminder recognises she needs to develop some aspects of the learning and development requirements, especially relating to planning and assessment. The childminder knows the children in her care well and recognises them as individuals through discussions with parents and her own observations. She works well with parents to meet individual needs, for example, helping children to become toilet trained when they are ready. This partnership with parents extends to providing feedback about children's care which she tends to do on a verbal basis and creating an information area in the hallway where she displays relevant certificates and information including a welcome poster. The childminder has established good working relationships with several local pre-schools. She has developed a communication book as a way of sharing information; this means she is aware of the themes and areas being covered and targets for learning and vice versa. All necessary documentation is in place and the childminder has devised a range of written policies and procedures, the majority of

which contain accurate information.

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

Children appear very happy and settled. They are busy and very interested in what is going on, for example, playing at length with the play dough. They develop their physical skills as they do so, using a variety of tools such as rolling pins and shape cutters, as well as their hands, to squeeze, pat and mould the dough. They enjoy lots of interaction from the childminder in their play; they ask her to make shapes and objects for them and she encourages them to recognise and name colours and talk about different animals and the noises they make. Children have opportunities to play outside in the childminder's garden and they often visit local parks where they play on large pieces of equipment designed to develop their physical skills; they go for walks in the fresh air for further exercise, for example, to feed the ducks at the canal. The childminder prefers parents to provide food for their children; however, she is happy to prepare simple meals, such as cheese on toast using ingredients sent from home. She is mindful of the way food is stored and handled and follows good practices at all times. Mealtimes are sociable affairs for children where they sit together and chat as they eat. The childminder ensures they are given enough time to eat and digest their food before leaving to go to pre-school. Children are keen to help the childminder prepare their drinks; they wash their hands first then choose which beaker they want and either blackcurrant or orange squash. They demonstrate their independence and learn skills for the future as they use the dispenser on the refrigerator to add their own water.

Children feel safe within the childminder's home as they confidently move around and make independent choices about what they want to do. They relate well to the childminder and assistant chatting freely and actively seeking their attention. Children make a positive contribution to the setting as they behave well. They are encouraged to share and play co-operatively with occasional reminders not to be so loud. Children celebrate some festivals, such as Christmas and Easter, but have yet to experience others so they begin to learn about the wider world and what other people believe. Children express themselves freely as they explore the musical instruments; they have a great time as they bang drums, blow whistles and shake tambourines.

Children take turns to play a fishing game using rods with magnets to 'fish' for letters to match the word on their card, for example, 'goat'. They concentrate well and the childminder and assistant both help name the letters required. Children's starting points for learning are discussed with parents when they begin the placement and their achievements and developments are observed by the childminder during their time with her. This means she is clear about their next steps in learning, but has yet to incorporate this information into her planning so there are focused planned activities 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

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
--	---

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

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:	Met
---	-----

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