

Inspection report for early years provision

Unique reference number	150024
Inspection date	03/08/2011
Inspector	Glenda Pownall

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 lives with her husband and three teenage children near to the centre of Milton Keynes. The childminder uses the whole of the ground floor of the house for childminding. There is an enclosed garden for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups.

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 whom no more than three may be in the early years age group. The childminder occasionally works with an assistant and then she may care for a maximum of six children under eight years at any one time, of whom no more than four may be in the early years age group. She is currently minding two children full time and one child part time in this age group. She is not registered to provide overnight care.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of her role and responsibilities. Overall children have their individual needs well met and make good progress in their learning and development. Children are happy and settled in the warm and welcoming environment. The childminder has clear plans for improvement to her practice that will benefit the care, learning and development of children.

What steps need to be taken to improve provision further?

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

- provide details for contacting Ofsted to parents (Safeguarding and promoting children's welfare). 24/08/2011

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

- analyse and record observations as part of the daily routine, to help plan the next steps for individual children's learning, and provide regular opportunities for parents to add to records
- provide children with daily opportunities to enjoy a wide range of fiction and non-fiction books.

The effectiveness of leadership and management of the early years provision

Overall, the childminder implements effectively the range of policies she has devised to support her practice. She offers parents copies of her policies to help them understand the childcare service she provides. However, she does not provide parents with the contact details of Ofsted, should they have a concern. As parents speak positively about the care children receive and the childminder plans to rectify this immediately there is no impact on children from this breach of requirements. There are robust procedures in place to safeguard children. The childminder regularly attends training to refresh her child protection knowledge and is confident of the procedures to follow, if concerned a child is at risk. Children are cared for in a safe environment because the childminder carries out risk assessments of her home and outings. The childminder monitors safety and makes changes to minimise hazards to children during the day. For example, she changed the picnic rug as it developed a slipping hazard to children. Monthly fire drills help to ensure the fire plan is effective in getting children out of the home safely and quickly in the event of an emergency evacuation.

Young children freely move between the front garden and the indoors. In this outside area they are able to freely select what they wish to play with from a good range of resources that supports their learning and development needs. There is a well-stocked resources cupboard. The childminder makes best use of the limited indoor space by using photographs for children to choose what they would like to play with. Books are also stored in the cupboard and this restricts children from browsing through a variety of books and enjoying them at their leisure. The childminder has a good understanding of the strengths of her practice. She has attended a significant number of training sessions since her last inspection to develop her knowledge of a variety of different aspects of childcare. This demonstrates a strong commitment to continually improving practice. The childminder accurately identifies reviewing policies and developing the records of learning as areas for development. The childminder plans a variety of activities to support children's understanding of their own culture and those of other people.

The childminder develops very positive relationships with parents. She has devised forms to gather information from parents about children's individual circumstances and needs. This helps her to support children to make as much progress as they can from the outset. Photographs of children at play, daily discussions and access to children's records of learning, keep parents well informed about children's achievements. However, the childminder does not involve parents fully in the observation and assessment process. This is because she does not encourage them to contribute what children can do at home to the records of learning. Parents speak highly of the childminder. They particularly like the welcoming environment, the positive way all the family interact with the children and the childminder's flexibility in meeting the needs of working parents. Children receive consistency in their care and learning because the childminder communicates effectively with other settings children attend.

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

Children develop useful skills for their future lives. The childminder has a good understanding of how young children learn. She spends most of her time actively involved in and supporting children's care, learning and play. Overall, activities are frequently changed and adapted to follow the interests of young children and babies. Planning covers all areas of learning and is flexible to take account of children's changing needs and interests. The childminder records written and photographic observations. She does not always analyse these or record the planned next steps in learning to provide a clear record of each child's progress.

Children enjoy their learning. They count five cars and with encouragement know that one more makes six. Babies' language for communication skills are developing well because the childminder responds positively to the sounds and gestures they make. Young children use their imaginations well to make dinner as they transfer handfuls of sand to the playhouse cooker and then sprinkle water on it from their cups. Children enjoy books when they are available and are keen to share their knowledge of the natural world. For example, naming the sun and starfish and the childminder introduces new words, such as shell.

The childminder encourages children to be active outdoors by taking indoor activities outside. Children show their preference for this as they spend most of their time outside. Daily outings are planned for children to use equipment in parks and at groups that challenge their physical skills. Children develop an awareness of differences through the many outings they go on in the local community. The effective use of praise and encouragement promotes good behaviour and fosters self-esteem. Young children understand agreed ways to behave and help tidy away activities before moving onto the next activity. The childminder and her family role-model good behaviour and young children copy their example, using please and thank you appropriately.

Young children and babies form positive secure relationships with the childminder and other members of her family. Young children and babies are confident to explore the garden away from the adults but approach them readily when they would like help. This demonstrates trusting relationships. Young children begin to think about their own safety because the childminder explains potential consequences to them at their level of understanding. For example, she explains why the outdoor picnic blanket cannot be used inside because it moves around on the wooden floor and they may slip over and hurt themselves. Young children are developing good personal hygiene routines as they know to wash their hands before they eat. The system of individual hand towels helps to reduce the risk of cross-infection. The childminder moves the activities around the garden to keep children out of the sun and they all wear sun hats. Young children take regular drinks of water and babies are offered drinks frequently. During the hottest part of the day they are all encouraged to play inside. This promotes a healthy lifestyle.

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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- make Ofsted's address available to parents (Providing information to parents)(also applies to the voluntary part of the childcare Register). 24/08/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the compulsory part of the Childcare Register (Providing information to parents). 24/08/2011