

Inspection report for early years provision

Unique reference number	155246
Inspection date	22/11/2011
Inspector	Margaret Moffat

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 2001. She lives with her husband and two teenage children in Newport Pagnell, Buckinghamshire. The childminder uses the whole of the ground floor of the property for childminding, with sleep and toilet facilities available in this area. There is an enclosed rear garden for outdoor activities. The childminder attends local activities with the children such as toddler groups, park and library. The childminder takes and collects children to and from the local schools.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may accept a maximum of six children under the age of eight years at any one time, of whom three may be in the early years age group. The childminder is currently minding three children in this age group on a full-time basis. She also cares for two school age children on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children play in a warm and welcoming child orientated environment where they are all valued and included. Overall children make good progress in their learning and development. However systems to show children's next steps in learning are not fully developed. The childminder develops good links with parents but has not developed fully effective partnerships with other providers. Children's welfare is suitably promoted, although the childminder is in breach of a specific legal requirement with regard to documentation. The childminder demonstrates a positive capacity to maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 06/12/2011

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

- develop further the observation systems in place to include children's next

- steps in learning
- extend partnerships with other early years settings the children attend to promote a cohesive approach to children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of her role in protecting children and is aware of the procedures to follow if she has concerns about children's welfare. The childminder uses a range of safety features such as stair gates, cupboard and drawer locks and suitably fitted car seats to minimise hazards and keep children safe. On outings she conducts risk assessments and is vigilant in supervising the children at all times. The childminder has a record of risk assessment; however it does not include all required information, such as who conducted it, when it was carried out or date of review. This is a breach of a specific legal requirement. The impact on children is minimal because the childminder is aware how to keep children safe, both in the home and on outings.

Children play in a designated play room in the home. The childminder has a good range of toys and resources to support the children in all areas of learning. These are suitable for the age and stage of development of the children. The childminder has a range of other toys and resources which she regularly rotates to keep children stimulated and interested. The childminder is aware of her role in promoting equality and diversity and she values each child as an individual. She talks to the children about the lives and differences of others and children learn about other cultures and traditions through activities provided, for example, reading stories, making craft items linked to particular celebrations and eating foods from other countries. The childminder has a range of resources such as puppets, puzzles, books and dressing up clothes to promote positive images of diversity.

The childminder is able to identify the strengths of her practice and has correctly identified her documentation as an area for improvement. She asks parents for their views on her setting through discussion and this demonstrates her willingness to maintain continuous improvement. She has met the recommendation from the previous inspection.

The childminder has begun to develop links with other early years settings children attend, with regard to their care and wellbeing. These links do not yet extend to discussions relating to children's progress in their learning, leaving gaps in their shared knowledge. The childminder develops good relationships with parents. She provides them with a handbook about the setting and they have access to all policies and procedures. She gathers and records relevant information with regard to their children's needs. Parents are offered daily opportunities to talk with the childminder about their children's progress and discuss any concerns. Parents highly praise the childminder for the service she provides. They particularly like the safe and secure environment, the range of activities the children are involved in

and how happy their children are with the childminder.

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

Children receive good support from the childminder. She joins in their play, gets down to their level and provides support and assistance when required; for example, as children play with play dough they use a range of tools confidently rolling and cutting the dough with scissors and templates. The childminder encourages them to press hard on the templates so they can make the whole shape. She explains to them how to use the dough machine and children watch as she does this and then do this for themselves. Children show the childminder and visitors their creations and smile proudly as they are offered praise. The childminder talks confidently about what she is currently working on with the children to help their development, focusing on their communication skills, colour recognition and developing their independence. The childminder is beginning to make observations of the children and links these to the different areas of learning; however, she does not use these effectively to show children's next steps in learning.

Children are generally well behaved. The childminder is consistent in her approach to behaviour management and this helps children develop an understanding of right and wrong. They are aware of the house rules and know they need to share toys and resources. Children have a sense of belonging as they see their art work displayed on the walls of the play room and the kitchen.

Children enjoy being involved in creative activities such as colouring. They choose from a selection of colouring pictures and talk about the characters on the page and the colours they are going to use. The childminder repeats the words the children are saying, helping them with the correct pronunciation. Children talk about putting their names on the drawings and the childminder encourages them to do this by themselves. The children make marks on the paper and say it is their name. The childminder praises them for their efforts. Children have daily opportunities to be outside in the fresh air and exercise as they play in the garden and visit the local park. Children go on outings in the local community and learn about the world around them and mix with different children and adults. This helps develop children's social skills and interaction with other people.

The childminder prevents the risk of cross infection as the children have paper towels and liquid soap available in the toilet. There is a wall sign next to the sink to remind children to wash their hands properly. Older children deal with their own care needs and the childminder reminds them to wash hands when they go to the toilet. This encourages children to follow good hygiene routines. Children are aware of why they wash hands telling visitors 'they need to wash their hands to make them clean'. Children bring their own packed lunches and the childminder provides a healthy range of snacks and drinks. Children are taught how to keep themselves safe through simple yet effective activities such as learning about road

safety on outings and not going too close to dogs. Children develop useful skills for the future through the activities they are provided with to support their learning as they learn through play.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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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	3
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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