

Inspection report for early years provision

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Inspection date	15/11/2011
Inspector	Maria Conroy
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 2004. She lives in Denham in South Buckinghamshire with her husband and three children aged 16, 15 and 13. The lounge and kitchen/dinning area are used for childminding, with toilet and sleep facilities provided in this area. A garden is available for outside play. The childminder lives within walking distance of local schools, parks and shops. The childminder is registered to care for six children under eight years at any one time and is currently minding four children of whom three are in the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder develops a secure bond with the children and provides a homely and inclusive environment. She provides resources and activities that help children make steady progress in their learning and development, and children are happy and settled. She shows sufficient capacity to maintain improvement, although systems for self-evaluation and observing children's progress are developing and not yet wholly effective. The childminder sufficiently safeguards the children; however, there are no records of risk assessments or fire drills, and not all hazards have been minimised. Partnerships with parents are positive and the childminder is beginning to liaise with other settings children attend, providing some continuity in their care and learning.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment and review it regularly. 22/11/2011
Identify aspects of the environment that need to be checked on a regular basis, maintain a record of these aspects and when they have been checked. Take all reasonable steps to ensure that hazards to children are kept to a minimum. (Suitable premises, environment and equipment)

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

- develop the two-way flow of information between parents and other

providers to share and discuss information about children's next steps for development to ensure continuity and progression

- develop the process of using observations to help plan 'what next' for individual children through a range of challenging and exciting activities
- undertake regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved

The effectiveness of leadership and management of the early years provision

The childminder has a sufficient understanding of how to make a safeguarding referral should the need arise. Risk assessments for the premises are undertaken. However they do not always identify potential hazards such as the edge of the rug, which is a tripping hazard. In addition, there is no record kept of aspects of the environment that need more regular checking. This breaches requirements. Children take part in fire evaluation practises; however the childminder does not maintain a record of these events. Consent forms are signed by parents to agree to procedures, such as for seeking emergency medical treatment, which ensures that the childminder is made aware of any specific requirements parents may have.

The childminder has started to identify her strengths and weaknesses. However, this is still in its early stages and as a result the weaknesses identified are more general rather than specific. The childminder keeps up to date by attending the local childminder support group, where she has the opportunity to discuss practice with other childminders. This shows sufficient capacity to maintain continual improvement, if limited.

The childminder supports children in their learning by taking part in their play. She asks open-ended questions and encourages children to think for themselves. Resources are generally well used to promote learning, for example as children build with blocks they are encouraged to count them. Low-level storage enables children to self-select the toys they wish to play with. The play area is organised to ensure there is space for children to move around and play freely.

The childminder has found out about children's individual needs, including key words for those who speak English as an additional language, through discussion with the parents. The childminder is aware of each of the children's needs and other family members that are important to those children, who she refers to as she plays with the children. Children have opportunities to learn about valuing differences within the community; for example, they dress up in traditional dress and taste sweets for Diwali and make cards for other occasions.

The childminder has a generally positive relationship with the parents, ensuring each child's needs are met. She shares her policies and procedures with parents when they place their child in her care. Parents are kept informed through discussion at the end of each day and a daily diary. Parents comment that their

children learn good manners and the daily diary helps them plan evening meals for their child. Others state the childminder is an adored mother figure who listens to the children reading. The childminder is in the early stages of working in partnerships with other settings, and uses some information from other professionals to support children in their learning. However, she is not yet fully co-ordinating children's experiences by identifying and sharing children's next possible steps and learning records.

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

The childminder has a suitable knowledge of the Early Years Foundation Stage. She has begun to undertake observations on the children. However, this process is in the early stages. She has yet to effectively use the information obtained to plan what next for children's development, in relation to the six areas of learning.

Children show trust in the childminder as she encourages them to talk about their weekend, developing their communication skills. They enjoy cuddling up to the childminder and listening to familiar stories. They explore shapes as they use construction toys. They are learning to use mathematical terms, such as 'more than' and 'less than' as they compare the number of different colour bricks in the tower they have built. Children play with cause and effect toys, which encourage their problem solving skills and develop their awareness of technology. This sufficiently promotes the skills they require when they move onto school.

Children are developing a sense of security and belonging, because the childminder provides a warm and welcoming environment. They are learning to understand boundaries that are in place to keep them safe. For example the childminder talks about road safety when they are out and about. Children are learning how to have a healthy lifestyle. They are provided with a healthy range of foods and are given regular drinks. Children have the opportunity to engage in a range of physical activities; for example, they visit the local park where there is a range of fixed equipment and they enjoy collecting leaves as they go for walks, all of which promotes their health.

Children are developing their confidence and building strong relationships within the setting. Children behave well, and are encouraged to have good manners and respect for one another. Children have the opportunity to mix with other children of a similar age when they attend local groups, which enables them to have access to a wider range of toys and equipment and mix with other children of a similar age. Children who speak English as an additional language benefit from the childminder using words in their home language, such as when offering them a drink of milk. This helps them settle and feel valued.

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	3
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	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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:

- undertake a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises to ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment) (also relates to the voluntary part of the Childcare Register) 22/11/2011

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 in the compulsory part of the Childcare Register section of the report (Suitability and safety of premises and equipment) 22/11/2011