

Inspection report for early years provision

Unique reference number	134366
Inspection date	14/03/2012
Inspector	Zahida Hatia
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 2012

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 1990. She lives in Witney in Oxfordshire with her husband and three adult children. The whole ground floor of the childminder's house, with the exception of the utility room, is used for childminding. There is a fully enclosed garden available for outdoor play. The family has a variety of animals, including guinea pigs, chipmunks and a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years at any one time, of these three may be in the early years age group. She currently has 15 children on roll who are cared for at varying times throughout the week, four of the children are in the early years age range. The childminder walks to the local school to take and collect children. Her home is within walking distance of a local park and a bus ride from the nearby town centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming, child-friendly environment in which the children obviously feel at home and are all included. Children are familiar with their routines which support their independence and confidence. The childminder's understanding of the Early Years Foundation Stage is good. She promotes children's care needs effectively and generally meets their individual developmental needs well. Children are safe and secure and enjoy learning about their local area and the world around them. As a result, they make good progress, according to their age, capabilities and starting points. The childminder is aware of her strengths and weakness and identifies priorities for development to improve her provision. Partnerships with parents is good but there is less information gained from other settings linked to the children's continuity of learning.

What steps need to be taken to improve provision further?

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

- extend planning for children's next steps in their development to ensure that all learning areas are consistently included, for example, literacy and numeracy
- improve systems of sharing information with other settings delivering the Early Years Foundation Stage to further develop the continuity of children's learning

The effectiveness of leadership and management of the early years provision

Children are safe and protected because the childminder is familiar with local safeguarding policies and the procedures to follow if she should have any concerns about the welfare of the children in her care. The childminder uses effective risk assessments to help ensure that all areas used by the children are safe and suitable and that they are kept safe on outings. She supervises children closely. As a result, children can move around her home in comfort and safety.

The childminder's home is well organised. She provides children with a wide range of good quality toys and equipment, balanced across the areas of learning and development. The childminder regularly reviews her resources to help ensure they meet the needs and interests of all the children in her care. Children benefit and thrive in the supportive and caring environment provided by the childminder. She is committed to providing children with a supportive learning experience.

Information provided for and obtained from parents is good. This information includes details about the setting and a range of policies and procedures, Criminal Records Bureau clearance information and insurance details. Parents have easy access to their child's observation and assessment records. Parents express their appreciation of the childminder's commitment to their children in thank-you cards and letters. They comment on the caring and positive relationship the childminder has formed with their children. The childminder shares valuable information about children's care and welfare with other providers, but this is less secure regarding their learning potential.

The childminder provides sensitive support and adapts her interactions to help ensure all children are included and able to access a suitable range of learning experiences. Consequently, the individual needs of all children are well met and all children are included fully in the life of the setting. The childminder demonstrates a good capacity for improvement and has addressed recommendations from previous inspections promptly and successfully. Systems for self-evaluation are good as the childminder is able to identify her strengths and weaknesses. The childminder promotes equality and diversity in a way which is meaningful to the children. For example, children have access to books, activities and small world toys. Although she currently has no children attending who have special educational needs and/or disabilities, she demonstrates a sensitive approach towards gathering information from parents to help ensure that all children are included.

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

Children are happy and form trusting relationships with the childminder who joins in with their play to promote their interest and enjoyment. Good quality

interactions and well-organised routines help all children become secure and confident in the childminder's care. The childminder has a good understanding of how children learn and develop. She keeps a record of children's achievements and tracks their progress across most learning areas, generally planning in accordance with each child's interests, based on her observations and assessment. However, planning for individual children's next steps is not consistent throughout all areas of learning, with particular regards to aspects of literacy and numeracy. This can impact on the individual progress children make in some aspects.

Children's personal, social and emotional development is given a high priority. A gradual settling-in period is organised with parents so that children feel emotionally secure. Children play cooperatively and they learn to share and take turns. They enjoy easy access to a good range of resources and can choose to play in the house or the garden. Their creativity is promoted well as they play with a range of role play resources, choose art and craft activities and enjoy singing and dancing. For example, the children hold the childminder's hand as they rock backwards and forth singing 'row-row-row your boat'. They laugh and giggle as they do the actions and sing with the childminder. Children's progress in communicating, literacy and skills relating to information and communication technology are developing well. The childminder encourages a love of books, for example, sharing a favourite book with a young child and discussing what they can see in the pictures and what each animal sounds like. Younger children are becoming curious and inquisitive while knowing a trusted adult is nearby if needed. Children have easy access to a range of books that are suitable for their different stages of development. Children are encouraged to count as they play. They recite numbers and learn to count with one-to-one correspondence and also learn to recognise numerals, initially to three and then beyond. Young children learn to match and sort shapes.

Parents provide all snacks and meals which the childminder is happy to prepare. She ensures that all children are well hydrated throughout the day. Effective procedures help to ensure children are cared for appropriately when they are ill. This reduces the risk of the spread of infection. Children develop their understanding of how to keep themselves safe because the childminder uses simple explanations to explain possible hazards. For example, she reminds a young child not to put too many grapes in their mouth at once in case they cough. Children engage in a wide range of physical play activities both indoors and out. In the summer they enjoy easy access to the garden from the playroom, while in the colder months they regularly visit the local park or go for walks in the local area. As a result, children increase their understanding of the importance of regular exercise as part of maintaining a healthy lifestyle. Children behave well because the childminder sets clear boundaries of appropriate behaviour so that children know what is expected of them. For example, children happily help tidy up the toys with little prompting from the childminder.

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
--	-----