

Inspection report for early years provision

Unique reference number	EY279377
Inspection date	07/07/2011
Inspector	Jill Milton
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 2004. She lives with her husband and school aged daughter in Witney, Oxfordshire. The home is within easy travelling distance of local schools and amenities. The whole of the ground floor of the home is used for childminding, with access upstairs to the family bathroom one bedroom for daytime rest. There is an enclosed garden for outdoor play and the family have a pet cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder may care for up to five children under eight years at any one time; of these, not more than three may be in the early years age range. The childminder currently cares for five children in the early years age range, and one older child.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making steady progress with their early learning and development whilst in the care of the childminder. She offers them a welcoming environment and builds successful relationships with children and their parents. The childminder has an appropriate understanding of many aspects of the Early Years Foundation Stage framework and provides acceptable levels of support to children's care and well-being. She takes into account the individual needs of each child and demonstrates an enthusiastic approach to inclusion. The childminder works at a steady pace to implement some new ideas into her working practices.

What steps need to be taken to improve provision further?

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

- obtain the latest safeguarding information to aid speedy referral should the need arise
- make more effective use of observations of children's achievements to support their next steps in learning through play
- promote children's understanding of early number concepts more frequently during their play.

The effectiveness of leadership and management of the early years provision

The childminder has an acceptable understanding of the area of safeguarding. She is aware of some of the indicators that would cause her to have concern for the welfare of a child, and although she does have reference materials accessible, they are rather old versions of the information. The childminder monitors the safety of

her home adequately and keeps a record of the risk assessments she undertakes. She tries to reduce the potential for accidents by using helpful aids, such as finger guards on doors and colourful pictures, to alert children to the glass in the patio doors. Children enjoy play in the downstairs rooms of the home and the childminder provides them with a wide range of resources suited to their ages. She introduces items that reflect diversity in a positive way, such as a domino set of children and animals around the world. A book with greetings in different languages is a favourite one for sharing. The home provides clean and comfortable surroundings for children to rest and play.

The childminder builds successful partnerships with parents, and some families remain with her over many years. Parents speak and write in positive ways about her levels of care; one comment, in particular, refers to the support the childminder provided when a child made the transition to school. The childminder makes links with pre-school or school staff, and she uses stories and discussions to help children prepare well for change. A helpful parent pack ensures that all know the childminder's daily procedures. The childminder includes thoughtful and reassuring notes to new families about the emotions they may feel when leaving their child. The childminder is willing to try new ways of working, such as using planning sheets to record the day's activities. At times, she is finding some aspects of her work challenging, but she is open to ideas for improvement. She addressed the recommendations from the last inspection by attending an update to her first aid qualification, and requesting parental permission for children to use a trampoline.

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

Children quickly settle to play when their parents leave and they enjoy a friendly rapport with the childminder. They share short conversations and there is lots of laughter whilst they play. The childminder intervenes well to help younger children learn about taking turns and sharing toys. Sociable snack times at a small table also promote positive behaviour. The children are developing an awareness of cultures and backgrounds different to their own as they celebrate festivals such as Chinese New Year. Children take part in regular outings into the fresh air, either in the garden or into the wider community. Photographs illustrate pleasant activities using climbing equipment at the local park to aid children's physical development. Children are gaining control and co-ordination as they play with some toys that need careful movements to operate switches. They are starting to learn about technology as they play with a small keyboard or talk to the childminder about a battery running low when the toy stops working. The childminder collects a wide range of information to help her care for the children's individual health requirements. Children eat a healthy selection of foods and are aware of hygiene routines, using separate flannels and towels to minimise the risk of cross infection.

Children are developing an appropriate awareness of safety and they talk about incidents such as the smoke detector ringing. Some children need reminders from the childminder about playing safely so friends are not hurt. A daily selection of

resources is accessible to the children and includes items like books or drawing materials, and the childminder suggests new options when children's involvement wanes. Some children show an interest in making marks and folding paper to make pretend letters, although this is rather limited when the childminder suggests enough paper has been used. The childminder is beginning to make observations of the children's achievements, although she is not yet making full use of the information to support progress. She plans an appropriate range of activities based mainly on creative activities, and children are experiencing using different materials or taking part in baking. Some mornings have little emphasis on developing early understanding of number concepts as the children play, for example by counting or sorting objects. Children enjoy their imaginative play when selecting items from a well-stocked playhouse indoors, or dancing as they use musical instruments. They are also learning that some resources can be used again as they have fun with a large amount of shredded paper. The childminder captures such activities with photographs so that she can share fun moments with parents. Overall, children are able to make steady progress with their learning.

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	2
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	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	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	2
The extent to which children make a positive contribution	2
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:	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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