

Inspection report for early years provision

Unique reference number	EY350204
Inspection date	28/05/2012
Inspector	Karen Prager
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 2007. She lives with her partner and three school age children on a residential housing estate to the north of Banbury town centre. The family keep a dog as a pet. Local facilities include shops, a park, a school, and a community centre. The whole of the property is available for childminding purposes, though children generally play downstairs. Upstairs is used for children to sleep. There is a downstairs toilet and an enclosed garden. The childminder takes and collects children from local primary schools and pre-schools. The childminder is a member of the National Childminding Association.

The childminder is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, of whom two may be in the early years age range. There are currently four children on roll. Care is offered for children all year round.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder offers children and their families a welcoming environment. Children are happy and enjoy their time with the childminder and they make good progress in their learning. The childminder forms positive relationships with parents to meet children's needs and partnerships with other professionals are developing. Children are kept sufficiently safe, though risk assessments have not been updated to cover everything with which a child may come into contact. The childminder demonstrates a satisfactory capacity overall to improve standards, although her system of self-evaluation is not fully effective in identifying key weaknesses and prioritising areas for improvement.

What steps need to be taken to improve provision further?

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

- update the risk assessment to include everything with which a child may come into contact, such as the puppy
- develop systems of self-evaluation to prioritise areas for further development and consider how the impact on the children will be monitored and assessed.

The effectiveness of leadership and management of the early years provision

The childminder has an appropriate understanding of the need to safeguard children. She has completed a safeguarding children course and understands the

procedures to follow if she should have a concern about a child in her care. All adults associated with the setting have undergone appropriate clearance checks. The records which are required for childminding are kept readily accessible and updated when necessary. The childminder has a generally good understanding of the childminding requirements, however, she is caring for more children than her conditions of registration allow. She gave a reasonable excuse for doing so and on this occasion Ofsted does not intend to take further action. The childminder creates a safe environment for children to play in and carries out risk assessments of her home, garden and for outings. These help her identify and minimise possible risks to children. However, this has not been updated to cover everything with which a child may come into contact, such as the new family puppy. This has no impact on children's safety as the puppy is not left alone with the children.

The childminder has a positive approach to self-evaluation. The childminder shows that she is willing to improve her service and has taken appropriate action to address previous recommendations. She now keeps her first aid box updated regularly and hand washing procedures are consistent which improves the provision for children's hygiene. She regularly reflects on the activities she provides and works well with another local childminder gaining ideas of new activities to introduce. The childminder incorporates ideas from relevant training. For example she used the 'Footsteps' training to teach road safety skills to children in her care. Although she takes appropriate steps to develop the provision for children clearly thought through systems for ongoing development are not in place.

The homely environment is welcoming and organised with children's needs in mind. Older children freely access a suitable range of toys and resources and are able to make choices in their play and learning which helps them make good progress. Toys are regularly rotated for younger children so that children's interest and enjoyment is maintained. There is an enclosed garden which the children access containing outdoor equipment such as a rocker which means that children's physical skills are further developed. The childminder effectively promotes equality and diversity. She carefully considers the needs of individual children, takes effective steps to help them achieve, and has a good awareness of how to include all children in her setting

The childminder establishes meaningful contact with other early years providers involved in children's care and learning and any feedback is used effectively to promote children's achievement and well-being. She shares information about children's progress with their key person, which they collate and pass to the school which children will move on to. This works well to ease transition and enhance continuity in learning and development. Relationships with parents are positive. The childminder has established and recorded a core set of policies and procedures which are shared with parents when their children start attending. She talks on a daily basis with parents about the care and development of their children and for younger children she summarises the information in a daily diary which parents take home. This means that they are fully informed about how their children spend their day. The childminder welcomes feedback from parents and children and actively seeks their views.

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

The childminder is knowledgeable about early childhood development and uses this knowledge well to support children's development. She keeps a record of children's work, photographs and written observations to give an indication of how children are progressing. This information is regularly shared with parents and carers which involves them in their child's learning.

Young children play on the floor and become engrossed in the activity centre. They concentrate as they turn and push the pieces, noticing what happens. Toddlers laugh as they play with the childminder, searching for their socks. Children's language develops well overall. Older children confidently hold conversations and explain clearly what they want. The childminder supports younger children's early language development through repeating key words. They regularly visit a music group and gain confidence in joining in with songs. She continues this throughout the week as they sing in the car and around the house, further supporting their development of language. The childminder recognises that each child is different and plans activities to suit their interests. She spends time listening to those children who like to talk and throws the ball with children who prefer more active play. Children engage well with the childminder's energetic and cheerful approach. They clearly enjoy being in her company and developing their interest in the world around them. Through thoughtful support they develop confidence to help their transition to other settings.

Children's good health and well-being is well promoted by the childminder. For example, children who are infectious are excluded to protect others, and well-established systems are in place to record accidents. Children learn about healthy eating as the childminder provides healthy meals and restricts less healthy food. Children enjoy picnics in the garden on a sunny day and quickly eat their fruit, asking for more. They know to drink water when they are thirsty and this is left accessible so they can help themselves. Children learn about different foods through conversation when they help prepare their snack. Children are encouraged to follow good hand hygiene routines and older children can talk confidently about why this is important. Children are encouraged to be active through frequent activities that promote physical exercise. For example they benefit from getting outside in the fresh air to play, in the garden and in the local park. Children develop an understanding of dangers and how to keep safe. They settle into the car seat, knowing that they must be strapped in. The childminder reminds children why they must be careful when younger children are about and through this gentle approach they develop a careful consideration of others. Children behave responsibly and enthusiastically tidy away toys when asked by 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?	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	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	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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