

Inspection report for early years provision

Unique reference number	EY360753
Inspection date	10/12/2008
Inspector	Sheena Bankier
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered since 2007. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and secondary school aged child in Bicester in Oxfordshire. Children have use of most rooms on the ground floor and bedrooms on the first floor. There is a fully enclosed garden for outside play. The family have two cats. The childminder is registered to care for six children under eight years. She is currently caring for nine children who are in the early years, compulsory and voluntary register age groups. They attend for various days and hours. The childminder uses local facilities with the children and is able to collect children from local pre-schools and schools.

Overall effectiveness of the early years provision

Children enjoy a good range of experiences, outings and activities. The childminder has effective links with parents and other parties. This contributes to continuity and consistency in children's learning and welfare needs. She promotes inclusive practice through her knowledge and understanding of supporting individual children's cultural and linguistic needs. The childminder uses direct observation to support children's learning needs. She is developing her knowledge and understanding of the Early Years Foundation Stage (EYFS) and early learning goals to underpin children's learning and welfare needs. The childminder has a good understanding of the service she provides and develops her practice through attendance at further training.

What steps need to be taken to improve provision further?

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

- develop further understanding of the EYFS and early learning goals to promote more in-depth understanding of children's next steps in learning
- consider what information can be gained from parents in relation to children's starting points

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

- ensure fire blanket is fixed to the wall so that it is used effectively in the event of a fire (Suitable premises, environment and equipment)

09/01/2009

The leadership and management of the early years provision

The childminder uses self-evaluation to identify the strengths of her provision and some areas to develop. She is keen to extend her practice through accessing

further training, for example, training in child protection. Because of training, the childminder is clearly aware of her responsibilities to safeguard children and is confident in the procedures to follow in the event of concerns. This safeguards children's welfare.

Most aspects of safety are very good. Detailed risk assessments are in place for the premises and outings. This promotes children's safety both in and out of the home. The fire blanket has not been attached to the wall. This reduces its accessibility in the event of an emergency. The childminder supervises children closely at all times including regular checks for sleeping children.

The childminder communicates well with parents and other parties. The childminder exchanges information with parents on a daily basis and shares the records she makes of children's development. Written policies and procedures ensure parents have a sound understanding of the service provided. The childminder is able to provide good support to children with learning difficulties and disabilities. She works in partnership with parents and other parties to provide and extend children's learning and progress. The childminder requests parents provide information about children's needs, such as likes, dislikes, languages spoken at home and routines for younger children. Parents provide key words and phrases for the childminder where children speak an additional language at home. This enables the childminder to respond effectively and meet children's individual needs. However, the childminder has not fully considered gaining more in-depth information from parents in respect of children's developmental starting points.

The quality and standards of the early years provision

Children are happy and settled with the childminder and benefit from good relationships with her. They enjoy warm care and attention from the childminder. Children have clear established boundaries that are consistent. This helps children feel secure in the childminder's care. Children develop self-esteem and confidence as they receive praise and encouragement. The childminder provides a good role model to children as she is calm and caring.

The childminder plans different activities for the children using the seasons and festival and religious dates in the year. This promotes children's development in Knowledge and Understanding of the World. An autumn walk enables children to play with the fallen leaves. They then collect leaves and make a collage from them. Children develop understanding of people different to themselves as the childminder has resources, such as books and small world toys, that reflect the wider society. She takes children to local events in the community. These meaningfully support children's understanding of their community, for example, watching a Dragon dance organised locally to celebrate Chinese New Year.

Children enjoy a good range of purposeful activities, outings and experiences. Regular visits to toddler group enable children to develop their social skills with a wider range of children and adults. As a result, this supports children's Personal, Social and Emotional Development. They also access different toys and activities through their attendance. This extends the range of resources they interact with.

The childminder rotates toys and considers resources to support children in extending their play, for example, a shopping trolley and play food is out along with a till and play kitchen. Children are able to make choices from the resources that are out. The childminder also offers them choices of activities, such as painting or gluing. The childminder fully takes into account children's interests and she responds positively to requests for alternative resources.

Children develop a sense of their own safety through discussions with the childminder. They practise the evacuation procedure on a regular basis. This promotes their safety in the event of an emergency. Children develop understanding of good personal hygiene through regular hand washing routines. Individual hand drying using paper towels prevent cross infection. Suitable equipment in the toilet, for example, a step up stool and child's toilet seat enable children to be independent.

The childminder uses her good understanding and knowledge of the children along with direct observation to provide suitable age and stage appropriate activities and extend their learning. Regular records of the childminder's observations are recorded which are supported by evidence, such as photographs and children's artwork. However, these lack clear links to the EYFS and early learning goals and are not fully utilised by the childminder to plan for the next steps in children's 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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.