

Inspection report for early years provision

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Inspection date	06/05/2010
Inspector	Hazel Christine White
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 was registered in 2007. She lives with her husband and two children aged three and one year in a residential area of Middleton Cheney in Banbury. There are shops and schools within walking distance. All areas of the property are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for maximum of four children under eight and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There is currently one child on roll who is in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very settled, content and enjoy the broad range of play opportunities which support their learning. They play in a homely environment where they are all equally valued, respected and receive care that is tailored to meet their individual needs. The childminder has developed good partnerships with the children's parents and liaises appropriately with other early years providers to ensure continuity of care and learning. Formal systems for observation and self-evaluation are in their infancy and not yet fully effective, however, the childminder is highly motivated and is consistently reviewing her service to help improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the systems for observations to include the next steps of children's learning
- develop further the systems to monitor and evaluate the quality of practice in order to identify strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. All adults in the household have been suitably vetted and the childminder demonstrates a secure knowledge of child protection procedures. A clear safeguarding policy supports her practice and this is shared with parents. A range of safety precautions are in place within her home and a combination of thoughtful consideration, daily checks and written risk assessments ensure that potential risks to children are effectively identified and minimised. The childminder's home is well organised so that children can play in comfort and have

easy, independent access to toys, resources and activities. Documentation is confidentially stored and well maintained.

The childminder has strong relationships with parents to ensure that she cares for their child in accordance with their wishes. Two-way information is exchanged on a daily basis and through discussion and sharing documentation the childminder ensures that parents are fully aware of her policies and procedures. The diversity of individuals is valued and respected and the childminder actively promotes equal opportunities, ensuring that all children and families feel included and safe. Information about their care needs and interests are recorded and used as a basis on which to build the children's care and learning. Parents' views and opinions are highly valued and they are encouraged to complete questionnaires at regular intervals. Any suggestions are acted upon to improve the service provided. The childminder is beginning to make effective links with other early years providers to ensure consistency of care for the children and is aware of how to access support from outside agencies to support children's care if necessary.

The childminder has recently begun to evaluate her practice, this is a new process but she can see how this can help her to identify her strengths and any areas that she can further develop in the future. The childminder willingly attends training workshops and short courses to develop her knowledge and skills and to keep up-to-date with current childcare practice, demonstrating her commitment to further improvement. She is enthusiastic about what she does and is committed to improvement. For example, she has reviewed the arrangements for storage to ensure children have freedom of choice and added to the resources to enhance the children's play experiences.

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

Children are very comfortable and play with ease in the childminder's care. They are making good progress towards the early learning goals. Resources are plentiful, easily accessible and children confidently help themselves. They play independently, or respond well as the childminder joins in with their play to support their learning. The childminder has a good understanding of how children learn and develop and gathers information about their starting points and capabilities on which to base their learning. She is beginning to make observations of the children at play to assess what they know and can do, however, they do not yet include the children's next steps of learning and as a result they may not be appropriately challenged. The childminder shares children's progress and achievements with their parents both verbally and by showing them what she has recorded in their child's individual folder. This information helps them to support their child's learning both at home and in the childminding setting.

Children's language development is well-supported. The childminder engages in many conversations with the children, encouraging them to respond appropriately to her careful questioning encouraging them to learn new words during their play. They share books and stories and have many opportunities to make marks on paper as they draw, make notes and paint. Children enjoy imaginative play, for

example, dressing up and taking their 'babies' for a walk. Young children concentrate well as they fit different shapes into a variety of sorters, learning the concepts of size and shape and skilfully manipulate beads around fixed wires on a large play box developing their hand-eye coordination. Children have opportunities to socialise with other children as they visit toddler groups and the library. They use various electronic toys giving them an understanding of information technology and how this is a part of our everyday lives. Outdoor play in the garden and in local recreational areas helps promote children's physical development. They have great fun bouncing on the trampoline and learn to manoeuvre and steer wheeled toys. The garden area also helps to develop children's understanding of healthy lifestyles. Children plant vegetable seeds and they water and tend them and this helps them to understand about what plants need to grow and thrive. They have discussions about why it is important to protect themselves against the sun and the cold by wearing appropriate clothing and applying sun cream.

Behaviour is managed in a clear and consistent manner enabling children to learn boundaries and be clear of expectations. For example, children are encouraged to play cooperatively together sharing and taking turns. The childminder sets a good example to the children in her calm and consistent responses to any problems. Children are learning about the wider world through everyday discussion and a variety of planned experiences inspired by various religious and cultural festivals. They have access to a wide range of books which reflect diversity in a positive way and help them to understand the similarities and differences in people in their community. Children's welfare is well promoted. They are encouraged to learn personal hygiene routines from an early age, as they wash their hands after using the toilet and before meals. Children learn about keeping themselves safe through everyday routines, for example, road safety as they go for walks and safety in the car as they are transported.

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

How effectively is the Early Years Foundation Stage led and managed?	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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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	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

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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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