

Inspection report for early years provision

Unique reference number	EY415021
Inspection date	01/03/2011
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 2010. She lives with her husband and young daughter in Abingdon. The home is within easy travelling distance of local amenities and schools. Childminding takes place mainly on the ground floor of the home, with upstairs used for children requiring daytime sleep. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both 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, two of whom can be in the early years age range. The childminder currently cares for two children in the early years age range. The childminder has a National Vocational Qualification to level three in Early Childcare and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is making an encouraging start to developing good quality care for young children in her home. She is well organised and promotes the outcomes for children effectively across many aspects and is overall meeting the children's needs. Children benefit from the attention they receive and are able to make successful progress in their learning and development given their ages and starting points. The childminder is establishing strong working partnerships with parents and carers, based on a good two-way flow of information.

What steps need to be taken to improve provision further?

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

- extend the range of resources that promote diversity in a positive way to help children learn to respect and accept difference
- carry out regular evacuation drills and record details of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has a competent understanding of what to do if she has concerns for a child's welfare. She is readily able to describe potential indicators of child abuse and she has up-to-date reference materials accessible to make referrals if needed. The childminder maintains a safe environment in the home and garden. She completes comprehensive risk assessments demonstrating a good awareness of hazards and how to minimise the risk for children. She plans outings with the same attention to detail and takes with her contact numbers for parents and first aid supplies. The childminder has installed a carbon monoxide detector and smoke

alarms in the home, though she has yet to practice a fire evacuation when the children are present. The childminder is motivated to improve her practice and she keeps her own evaluation notes with actions for completion. She has a strong desire to keep high standards and is making a successful start to her childminding role.

The home is well organised to suit the needs of young children so that they can play, eat and rest in comfort. The childminder ensures the home is warm and she displays a stimulating range of colourful resources to attract the children's interest. She currently cares for children less than two years old and the range of resources matches their needs, though items to reflect the diversity of the modern world are limited. The childminder is caring towards the children and she makes sure all are included in the activities and can make their own choices. The childminder is making a successful start to organising documentation to support her daily practice. A well-worded set of policies are ready to share with parents so that all are clear about procedures, such as when children are to return after a bout of sickness. The childminder is building her partnerships with parents and her first questionnaire requesting feedback is awaiting return from families. Daily diaries about the children's day provide parents with interesting information about how children spend their time. Small but effective additions to the home help parents feel welcome, such as a notice board near the front door for sharing information. Although no children currently attend other settings such as a nursery, the childminder understands the need to liaise with staff when this occurs and she has experience of working with other professionals in her past job roles.

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

Children are enjoying a fun and stimulating time at the childminder's home. They are able to choose from a colourful selection of accessible resources and the childminder is good at timing the activities to keep children's interest. Toddlers are learning routines such as tidying up one activity before the next one comes out and the childminder introduces them to safety messages such as picking up the crayons so no one slips on them. Children play safely in the large open plan lounge and dining room and sensible use of safety gates restricts where they can wander. Children are finding out that books can be enjoyable and the childminder provides them with a suitable range for their ages. She notes when a child likes a particular type of book, for example, those with buttons to press that make sounds as they read together. Children are inquisitive when a box of crayons appears and they are starting to experiment with making marks. The childminder encourages children to use their senses as they play with sand indoors or handle a range of wooden and wicker objects. Musical instruments are popular and children have no trouble operating buttons to switch on battery-operated toys. Coupled with their interest in early shape puzzles, they are developing skills for their future lives.

Children are learning about being healthy and active as they eagerly crawl through a tunnel or play in a ball pool. They visit local parks and indoor play areas to use

equipment to help develop physical skills. The childminder knows their needs with regard to food and drinks and she cooks a nutritious range of hot lunches. The childminder protects children's health effectively with hygienic arrangements for changing nappies and by keeping a very clean home. She is aware of individual routines of children for daytime sleeps and provides a comfortable quiet area for rest. A daily sheet records checks on sleeping children every quarter of an hour. Children are learning to play together and they receive gentle guidance or distraction from the childminder. The childminder focuses on the children's individual needs as she records their development. She is using an encouraging selection of photographs, observations and checklists to monitor progress of each child. For the short time, children have been in her care they are progressing well with their learning and development. Children show confidence as they move around the home. The childminder reassures them about changes in activity and a laminated book of photographs provides an attractive visual timetable of the day.

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
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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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