

Inspection report for early years provision

Unique reference number	EY419839
Inspection date	18/05/2011
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 in the town of Didcot. The home is within easy travelling distance of the local schools and amenities. The whole of the ground floor is used for childminding with access to a bedroom for daytime rest if required. The family have one pet rabbit and there is access to 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. Her registration permits her to care for up to six children under eight years at any one time and of these, three may be in the early years age range. The childminder is currently caring for one child in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides good standards of care that take into account the individual needs of children. She is working effectively in partnership with parents to enable her to plan the day around children's routines. The childminder draws on her previous experience of caring for young children. She has an accurate evaluation of her own work to enable her to plan confidently future developments as the children's needs change over time. Overall, the children are receiving strong day-to-day support to their early learning and development.

What steps need to be taken to improve provision further?

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

- explore different ways to capture children's achievements in order to track progress over time more effectively.

The effectiveness of leadership and management of the early years provision

Although this is the first inspection since the current registration, the childminder does have many previous years of working in this role. She understands the importance of the area of child protection and she keeps useful reference materials to hand to aid speedy referral should the need arise. Children play safely in the home because the childminder takes effective steps to minimise potential hazards. She keeps written records of her risk assessments and finds out useful tips about keeping safe at home. She has a clear plan for a safe evacuation in an emergency and stores keys within easy reach for a quick exit, whilst maintaining good home security.

The childminder organises her documents well so that she can share her procedures with new parents. She gains a good range of information about children and arranges steady settling in procedures. Parents are receiving regular feedback about their children's development through friendly conversations. Although none of the children currently attends other settings, the childminder has a good understanding of the importance in making links with other professionals and is able to call upon her previous childminding experiences. She is adapting well to the Early Years Foundation Stage framework and she has a clear view of her own practice with areas she aims to develop as the children in her care move onto the next stage. The childminder is able to share useful information about childcare issues with parents, such as advice on feeding or behaviour management. She recognises the unique abilities of children in her care and tailors her support to suit each child's age and stage of development. The childminder maintains a welcoming and comfortable home with an accessible range of good quality resources to support early learning through play.

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

Babies in the care of the childminder receive effective levels of care that take into account their individual routines and needs. The childminder develops good bonds with children, who look to her for reassurance and are quickly attended to. Young children enjoy a peaceful daytime sleep and as they wake, the childminder offers cuddles and a drink of water to let them come to gently. The children's health is protected since the childminder follows consistent standards of good hygiene, when changing nappies for example. She works closely with parents to provide children with healthy nourishment during the day. The messages about healthy lifestyles continue with regular trips out into the fresh air and encouragement to develop the muscles needed for crawling and walking. Babies enjoy reaching out to hold the childminder's hands to pull themselves up and there is a suitable range of equipment to support this area of their development in the home and garden. Children meet the family rabbit, under the supervision of the childminder, and learn to stroke his fur gently.

Whilst they play, the children enjoy a safe homely environment that is clean and suitable for their needs. The childminder displays a colourful selection of floor toys to stimulate the interest of babies. Even the youngest of children are keen to explore toys that form the beginning of an awareness of technology, as they press buttons to make musical sounds and lights appear. The children have access to books in the house, again well matched to their ages and the childminder encourages early communication through echoing words and making good eye contact with children. Exploration of colour, shape and texture takes place as children handle an increasing range of toys. The childminder has plenty of resources to cater for a wide age range and items are clean and in good condition. Babies appear settled and content in the home and the childminder promotes early sharing, with claps when children complete a task such as posting a ball into the correct hole. This encouragement helps to support the children's self-esteem and growing social skills. The day is very much focused on the routines of the children.

The childminder is aware of local links and groups to take the children to as they become older and she is able to discuss the needs of different age groups competently. At present, the childminder shares conversations with parents about their children's development and this suits current partnerships. However, it does not necessarily provide a helpful record to track children's achievements or capture the obviously pleasant times children spend in her care.

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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