

Inspection report for early years provision

Unique reference number	EY298646
Inspection date	04/12/2008
Inspector	Gillian Little
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 was registered in 2005. She works in Woodstock in the home of her mother, who is also a registered childminder. Her father and sister also live in the home. The whole ground floor is used for childminding and there is a fully enclosed garden available for outdoor play.

The childminder offers care on a daily basis and walks to a local school to take and collect children. She is registered to care for a maximum of six children under eight at any one time when working on her own and 10 children under eight at any one time when working with her co-childminder. She is registered on the Early Years Register to care for three children in the early years age group at any one time and is currently minding 10 children on a part-time basis. She is registered on the compulsory part of the Childcare Register to care for children in the later years age group and is currently minding two children. She is also registered on the voluntary part of the Childcare Register to care for children aged eight and above but currently does not have any children in this age group on roll.

The childminder is a member of the TRIO Childminding Network and the National Childminding Association. She holds a level 3 nursery nurse qualification. She works closely with the local nursery and playgroup.

Overall effectiveness of the early years provision

Children flourish in a safe and caring environment where they experience a wide range of stimulating activities under the close supervision and effective support of the childminder. Close partnerships with parents and other providers who care for minded children ensure good continuity for children and a clear understanding of their individual needs and circumstances. The childminder ensures that all children and families feel included and valued, and demonstrates a strong commitment to equal opportunities. The childminder is able to reflect on her practice and accurately identifies areas for further development.

What steps need to be taken to improve provision further?

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

- continue to develop systems to record observations and assessments of children's progress towards the early learning goals.

The leadership and management of the early years provision

The childminder works effectively with her co-childminder to provide a good quality setting. She helps her co-childminder to ensure that the premises are welcoming and comfortable and that children are able to play safely in the living room, kitchen, conservatory and garden. Clear risk assessments, which cover all areas of

the premises used by children, as well as outings, work well in practice and ensure that children are safe at all times. The childminder demonstrates a sound understanding of safeguarding procedures and has a written policy in place. She holds a level 3 childcare qualification and attends a range of additional training courses to update her knowledge and understanding of childcare practice. All records required for the safe and efficient management of her childminding practice are in place, well maintained and easily accessible. Written policies are clear and informative and the childminder shares these with all parents to provide them with consistent information about her childminding. She demonstrates a commitment to inclusive practice, treating all children and families equally. She knows the children very well, such as their welfare needs, family circumstances and developmental stages. She encourages parents to share their views about her childminding to help her evaluate her practice and to provide evidence for inspection. Parents are very positive about her practice and comment that she treats children with respect and as individuals. The childminder is fully aware of the strengths of her practice, such as her ability to tailor activities to suit individual children and her encouragement of child-initiated play. She accurately identifies further development of written observation and assessment records as a priority for the future.

The quality and standards of the early years provision

Children are able to make good progress towards the early learning goals and show a keen interest in the activities available to them. They have access to a wide range of toys, such as books, a tool bench, dolls and pushchairs, dressing up clothes, a castle and Duplo. They enjoy exploring the toys freely, and show fascination with electronic toys, such as a vacuum cleaner, switching the button on and off and watching little balls whizzing round inside. Children of different ages are able to play cooperatively together or alongside each other. They develop good attitudes towards behaviour as the childminder encourages them to respect each other and apologise when they have been unkind. She supports children well in their learning and development. For example, she engages them in lots of discussion about the dressing up clothes as children try to find the items they want and she makes suggestions to extend their play, such as making a tiara for a fairy outfit. She captures children's interest through spontaneous learning opportunities, such as encouraging them to see how an inflatable ball expands when she blows air into it. She ensures that children can join in activities equally, for example, by providing them all with enough resources to share while they are rolling balls down chutes, and she encourages them to use words such as 'slow' or 'big' which are appropriate to their levels of development. She provides good opportunities for children to develop their physical skills, ensuring that they are able to play outdoors most days. They frequently walk to and from the local school. Children enjoy treasure hunts and obstacle courses in the garden as well as interesting seasonal activities, such as playing with fake snow. Outings to local attractions and events at the local school help children to develop an understanding of their community. They learn how to keep themselves safe, such as not wandering off when waiting at the school gates. They begin to learn about health and nutrition as the childminder encourages parents to supply healthy food. The childminder works closely with her co-childminder to meet children's individual needs. She

oversees the intimate care and observational assessments of her own group of children, for example, talking soothingly to the youngest children while changing their nappies to help them feel secure, and she develops good relationships with all children who show that they are comfortable with her. She is beginning to develop systems for recording children's progress under the Early Years Foundation Stage framework and demonstrates a sound understanding of individual children's levels of development. She helps children to make progress through both spontaneous and planned activities, supported by good levels of interaction, and demonstrates how her ongoing observations of children's development helps her to identify their next steps in learning. She works closely with parents to find out about children's individual needs when they first start in her setting, and provides reassurance to parents that children are happy, for example, by taking photos of children on their first day to show parents that they are settled. Parents comment that the childminder is very organised, diligent in conveying messages to and from school, and that her methods help children to make good progress. The childminder liaises closely with the local nursery and playgroup, talking to children's key workers on a regular basis and sharing information about children's favourite activities and general development to ensure consistency.

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 the last inspection.

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.