

Inspection report for early years provision

Unique reference number	EY306687
Inspection date	20/11/2008
Inspector	Jan Leo
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 registered in 2005 to care for a maximum of five children under the age of eight years at any one time. She is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There are currently 12 children on roll of whom four are in the early years age range. The childminder offers care from 07.30 in the mornings and provides overnight care for up to two children if needed.

The childminder lives with her husband and four year old daughter on a residential estate in a village approximately 10 minutes drive from Banbury. The property has easy access and there is parking in the street outside. The whole of the house is used for childminding, and there is a rear garden for outdoor play. The property is within walking distance of parks, children's groups, school, and other local facilities. The family has a rabbit.

Overall effectiveness of the early years provision

The childminder settles children well and offers an appropriate variety of activities to suit their interests and stage of development. She plays with the children to encourage inclusion and consistently applies rules of behaviour to ensure children are considerate and play together harmoniously. Whilst practice is satisfactory, systems for monitoring the effectiveness of the setting are in their infancy and consequently, the documentation to support safety, learning and development is weak. This results in vague aims and achievements rather than planned and purposeful progress.

What steps need to be taken to improve provision further?

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

- develop assessment, observations and planning to provide clear information about the aims of the activities, a record of children's progress, and help plan appropriate challenges for their next steps
- evaluate practice more thoroughly to identify areas for improvement and ensure children follow a balanced activity programme covering all areas of the curriculum.

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

- maintain a record of identified hazards including the action taken to minimise risks and date of reviews (Documentation).

01/12/2008

The leadership and management of the early years provision

The childminder has a wide range of policies to give a clear indication of how she operates. She links closely with parents and carers to keep up-to-date with children's changing needs and help adults feel involved in their children's learning. The childminder displays a weekly plan to invite comments from adults about the activities, but planning includes no information about specific aims or challenges for different abilities to show how children learn throughout the day. The childminder reviews and updates her policies regularly and notes ideas for future improvements. There are currently only ad-hoc arrangements to monitor or analyse what she does in practice and consequently, documentation to support learning and development has little value. For example, there is no written record of children's progress to help plan for their next steps and no link to the areas of learning to ensure children cover all aspects of the curriculum.

Children play in a child friendly environment because the childminder regularly assess risks as they grow and develop. However, she currently has no record of risk assessments, as required, to show the frequency of these checks and how she reduces hazards to safeguard children from harm. The childminder has an effective emergency plan and a sound understanding of child protection issues. She routinely teaches children how to play safely to avoid accidents and develop an awareness of good practice from an early age.

The quality and standards of the early years provision

Children enjoy the activities, which are appropriate for their age and stage of development. The childminder sits on the floor to join in play and constantly talks to the children about what they do to help them make sense of things. She cuts some activities short when children's attention wanes rather than introducing new challenges to get full benefit from their interest in the toys and develop concentration. The children happily adapt to whatever comes next. Young children are eager to help and the childminder skilfully makes a game of packing away to involve them all and develop a sense of responsibility from an early age. She praises the children for their efforts to build their confidence and promote good behaviour. The children play together well, watching their peers to learn from each other. Babies play with cars together before one reaches for a truck to walk across the room. The childminder purposely avoids putting resources too close to very young children to encourage movement and develop their independence. The children successfully access toys and occupy themselves well.

The childminder has ideas in her head to extend children's skills and knowledge, and she routinely introduces number work, colours, shapes and health and safety throughout the day to ensure learning is meaningful. This helps all children develop, but does not ensure challenges are consistent and appropriate to enable children to reach their full potential.

Children join in the school run and play outdoors to take in fresh air and develop their physical skills. They have outings to local places of interest to develop their

understanding of modern life and their local community. For example, a visit to Millet's Farm provides opportunities to see both small and large animals, get 'lost' in the maze, and discuss a wide range of foods seen in their raw state in the farm shop.

The childminder tries to be a friend to the children in order to help overcome problems and develop a two-way flow of conversation as children get older. She sets consistent expectations to make sure children know how to behave and feel secure within the setting. As a result, the children are happy to attend and make steady progress.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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.