

Inspection report for early years provision

Unique reference number	EY308688
Inspection date	16/12/2008
Inspector	Sonjia Nicholson
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 lives with her partner and child aged five years. They live in a first floor maisonette in Thame, Oxfordshire close to the town centre, parks and schools. Access to the living area is via a flight of steps. Children use the lounge, bathroom and a bedroom for sleeping, but do not have access to the kitchen or second bedroom. There is an enclosed communal garden which children use under the direct supervision of the childminder. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has eight children on roll who attend on a part-time basis, four of whom are in the early years age range.

Overall effectiveness of the early years provision

The childminder creates a welcoming environment where all children feel included. She works closely with parents to ensure children's individual needs are met, particularly those for whom English is an additional language. As a result, children are confident and settled and parents are happy with the care provided. The childminder shows a good capacity for improvement. She has met the recommendations raised at her last inspection and attended several training courses to extend her skills and knowledge and is booked onto other courses in the near future.

What steps need to be taken to improve provision further?

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

- continue to develop links with other EYFS providers.

The leadership and management of the early years provision

The childminder is well-organised in her approach. She has a wealth of well-written policies and procedures, a very informative portfolio and all regulatory documentation in place. Parents and carers have access to her notice board which contains relevant information, including her certificate of registration. The childminder develops good relationships with parents and carers which benefit the children as it means communication flows freely and information is exchanged on a daily basis. She also provides feedback about children's progress and the care provided in the form of a daily diary for younger children. The childminder has excellent links with a network of local childminders; this provides her with information about what is happening locally and the opportunity to discuss pertinent issues, such as the introduction of the Early Years Foundation Stage. She communicates effectively with a local pre-school but has yet to develop links with local schools.

The childminder has completed a self-evaluation form which identifies her

strengths and highlights areas for development, for example, the introduction of identity cards for children on outings, creating some multi-language resources involving the parents and further training regarding food hygiene and diversity. The childminder understands her role in the protection of children. She is aware of the types and signs of abuse and has all the relevant information to hand in the event she needs to make a referral. The home environment is safe for children as the childminder has conducted a thorough risk assessment to identify potential hazards. She has several safety measures in place, the most important being a stairgate on the landing of this first floor property. Children learn how to leave the building quickly and safely as they practice the evacuation drill and there are effective policies in place in the event of an accident or emergency, a child becoming lost or a terrorist attack.

The quality and standards of the early years provision

Children take part in a wide range of interesting planned activities that cover all areas of learning both inside and outside. They have easy access to a good selection of toys which are located at their level, for example, a child pulls out a tub of cars from the low level unit, chooses some vehicles then proceeds to 'drive' them around the top of the unit. Children are happy and settled. They confidently explore their surroundings and develop close relationships with the childminder, who is very aware of their needs. She establishes children's starting points for learning and development by giving them time and space to settle whilst observing what they can do. She also speaks to parents to gain further information. The childminder makes detailed observations of children using 'Learning Journey' documents; she uses these to help plan their next steps in learning. Children are beginning to learn good hygiene habits as they wash their hands at appropriate times during the day. A poster is on display as a reminder in the bathroom and the childminder provides separate hand towels on named hooks for each child, to avoid the spread of infection. The childminder further maintains children's good health as she follows an hygienic nappy changing procedure. Children enjoy physical play outside in the communal garden where they have access to some toys and equipment designed to develop gross motor skills. They also visit toddler groups, parks and soft play centres where there is larger equipment to climb, jump and balance on and enjoy taking part in a sports day organised by local childminders.

Children develop language skills as the childminder constantly chats to them, asks questions to make them think and makes positive comments, such as 'good boy', which builds their self-esteem. They develop skills for the future as they operate the computer and remote controls and learn about other cultures as they access a range of toys and resources that reflect diversity, including an atlas which they use to find Lapland, as a child is going to visit Father Christmas. Children enjoy sociable mealtimes at the table. The childminder does not offer meals but ensures good food storage and handling procedures are followed to prevent contamination, for example, she removes items from lunchboxes that may spoil and refrigerates them. She offers healthy snacks of fruit and plain biscuits as extra nourishment and ensures children have access to a drink at all times. Children behave well. The childminder uses effective age-appropriate strategies to manage any unacceptable

behaviour, for example, she issues three verbal warnings before removing the child from the situation. During her interaction with the children, the childminder encourages children to think critically, for example, they paint pictures then discuss what will happen when they put them outside in the rain. Afterwards they hold another discussion to conclude what happened. Children are making good progress and enjoy their time with the childminder.

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

Since the last inspection there have been no complaints received by Ofsted that required the provider or Ofsted to take any action.

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.