

## Inspection report for early years provision

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<b>Unique reference number</b>	EY285735
<b>Inspection date</b>	23/06/2009
<b>Inspector</b>	Sonjia Nicholson
<b>Type of setting</b>	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 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 2004. She lives with her husband and three children aged four, seven and 10 years old in Bicester, Oxfordshire. The whole of the downstairs of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years, two of whom may be in the early years age range. There are currently six children on roll, three of whom are in the early years age range. The childminder walks to local schools to take and collect children. She holds a National Vocational Qualification at level 3 in Early Years Care and Education.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. The childminder creates a highly stimulating environment in which children make significant progress in their learning and development. Children's needs are clearly identified by the childminder who plans individual focussed activities for them based on her extensive observations of what they can do. The childminder ensures all children feel welcome and included; she strongly encourages team work and a sense of belonging. She shows a tremendous capacity for continuous improvement. Although no recommendations were raised at her last inspection she maintains extremely high standards in all areas of her work. The childminder is currently studying for a foundation degree in Early Years which positively influences her daily practice and she has developed a comprehensive knowledge of the Early Years Foundation Stage framework.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- ensure risk assessments identify potential hazards and the action taken for all areas of the home and garden used by children.

## **The leadership and management of the early years provision**

The childminder evaluates her provision very successfully to ensure children receive the highest levels of care and attention. She takes action when parents make suggestions. For example, to develop a holiday planner so it is clear when her service is not available; this helps working parents plan their annual leave and childcare cover. The childminder is forward thinking and has many plans for the future to enhance and extend her business. For example, to possibly employ an assistant, attend a 'Footsteps Traffic Awareness' programme and complete her degree course. Her professional approach combined with her enthusiastic

personality means children feel happy and secure. Parents receive excellent details about their child's progress and the service in general through an abundance of information including a regular newsletter containing photographs of the children learning through play, reminders about applying sun cream, being punctual and guidance about healthy eating. Parents appreciate this level of communication and further comment on the fact children are genuinely happy with the childminder. Many cards, letters and references from previous parents wholeheartedly support this and express their gratitude to the childminder for her dedicated care. The childminder provides opportunities for new parents to make several visits with their children and also accompany her to a music group so they begin to familiarise themselves with her routines. Parents receive a set of written policies and procedures outlining what they can expect from the childminder and vice versa; the majority are up to date and contain the correct details.

The childminder continually monitors children's safety through detailed risk assessments, however, written documents do not currently cover all areas of the home and garden used by children. She gives top priority to children's safety. For example, they practise the evacuation procedure regularly so they know how to leave the home quickly and safely, and raise their awareness of road safety as they walk to and from school each day. The childminder takes her responsibility to protect children from abuse very seriously; she has a secure knowledge of the procedures to follow if she has concerns about a child along with all the necessary information and guidance to support her in this situation.

## **The quality and standards of the early years provision**

Children thrive in this vibrant environment where they have a dedicated space in which to play and relax. The childminder promotes their self-esteem by displaying their work around the room and each child has their own photograph frame in which to show their favourite picture, painting or collage, as well as a folder for things they wish to take home and share with their family. Each child has also made their own place mat for mealtimes with pictures of their favourite things which adds to their feelings of security. Children are developing an awareness of healthy eating as the childminder provides healthy fruit snacks for them mid-morning. They bring a packed lunch from home which the childminder insists contains nutritious options; these are stored appropriately in the refrigerator to ensure food does not spoil. Children enjoy a wide variety of home-cooked meals, such as, mince and macaroni, chicken and rice and pasta with roasted vegetables. The childminder involves children in planning weekly menus and cooking their own meals, for example, pizza with different toppings. She encourages discussions amongst the children about where food comes from and asks questions, such as, 'how does it grow?', 'what colour is it?' and 'what can we make with it?' as they explore the texture and smell of various foodstuffs. The childminder follows excellent procedures to prevent the spread of infection. For example, she washes her hands before handling food and ensures children do the same before meals. Posters, photographs and separate towels in the cloakroom help support good hygiene habits.

Children are very happy and settled. They are familiar with their surroundings and

know the established routines in place. For example, a child takes off their shoes and puts them in the shoe box in the hallway when asked. Children freely make choices about what they want to do from the excellent range of toys available. For example, a child plays with the teddies and other soft toys out on the decked area; the childminder extends this play by providing a tea set so she can feed them. Children make good use of the childminder's garden to extend their learning whatever the weather. For example, they have a picnic when it is sunny and play in their Wellington boots in the rain and snow. They develop and practise their physical skills as they climb and balance on large equipment at the local park, gain exercise in the fresh air as they walk to and from school each day and take walks locally to feed the ducks. Children increase their knowledge and understanding of the world around them as they take trips with the childminder further afield. For example, to 'Pitts River Museum' in Oxford on the bus where they investigate the dinosaur models. The childminder has quickly developed an excellent understanding of the Early Years Foundation Stage framework and endeavours to share her extensive range of information with parents so they can be involved in their children's learning. For example, she has a detailed folder containing photographs and examples of children's work to help them understand the six areas of learning and how their child will spend their time with her. She has also developed information sheets to explain the purpose and benefits of particular activities, such as, play dough. Children enthusiastically participate in a considerable range of well planned activities, including those specifically aimed at individual children based on the childminder's vast number of written and photographic observations. The childminder has a wealth of resources in the form of information leaflets to inspire exciting outings and activities. Children benefit from the fact that the childminder often works alongside another childminder; each takes a turn to plan an activity and they share their homes and resources to extend children's learning.

Children behave very well. They respond positively to the childminder's requests, for example, to tidy away the toys and enjoy sociable mealtimes where she encourages good manners. Children form trusting relationships with the childminder who knows them very well. She recognises their uniqueness and creates a strong ethos within her home whereby children's opinions are valued and everyone is treated with respect; they have great fun as they perform in a talent contest in front of one another which boosts their confidence. Children learn about diversity through planned activities and discussions; the childminder shares pictures, postcards and stories from her own culture and has some interesting resources including maps of the world and the United Kingdom and dual-language books. Children celebrate world festivals, such as, Diwali where they make clay 'diva' pots and decorate them with beads and raise money for charity events like 'Red Nose Day' which raises their awareness of the lives of others. The childminder has a particular interest in working with children with learning difficulties and/or disabilities although none currently attend. She encourages all children to learn some basic sign language as an alternative means of communication. Children are encouraged to reflect on their learning experiences, think critically and form an opinion. For example, they go on a shopping trip to buy different varieties of apple and on their return draw pictures, taste them and award stars to their favourite. The childminder has begun to establish effective links with other Early Years

Foundation Stage providers in order that children receive a coherent learning experience.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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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