

Inspection report for early years provision

Unique reference number	134582
Inspection date	14/01/2009
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 1998. She lives with her husband and two children, aged 11 and 15 years, in Abingdon, Oxfordshire. The property is situated on a level plot, in a quiet residential close, with parking outside. The ground floor of the house is used for childminding with toilet facilities provided upstairs. There is an 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. She can care for a maximum of six children under eight years at any one time and currently looks after six children on a full or part-time basis.

The childminder completes school and pre-school runs to drop off and collect children. The family has a dog.

Overall effectiveness of the early years provision

The childminder forms very secure bonds with the children in order to meet their individual needs and help them make good progress in learning and development. She plans a very appropriate programme and helps children to join in at their own level, praising their achievements to build their confidence and help them feel special. The childminder successfully links with others to share good practice and help raise standards, and she has a secure understanding of where her strengths lie and what she can improve. All documentation is clear and well organised to support an effective service, but some lacks detail, reducing its value slightly.

What steps need to be taken to improve provision further?

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

- devise a system to ensure all areas of learning are covered equally and challenges are differentiated for individual children
- include contact details in policies to provide easy access to advice and professional help when necessary.

The leadership and management of the early years provision

The childminder is a very organised person. Children benefit from a well planned day with clear aims, and a child-friendly environment where they play contentedly and learn. The childminder provides parents with easy access to information about their children in order to help them feel involved and keep up-to-date with progress, sharing daily diaries, photographs and record books to show what children do. The childminder encourages communication with adults to share ideas, linking with other childminders and carers to stay up-to-date and help decide on areas for improvement.

The childminder successfully evaluates her service and adapts practice when she feels it necessary. She completes risk assessments and daily safety checks to keep children safe as they grow and develop, and she has a firm understanding of child protection issues. Children receive a high level of supervision while they play and the childminder teaches children to play safely and avoid accidents. For example, she reminds children of the risk when twirling around and around, and she ensures climbing equipment sits on sponge play mats to soften any falls.

There are effective systems in place to promote a healthy lifestyle and clear documentation helps provide an open and efficient service. Some minor omissions from paperwork result in a lack of information to help monitor the balance and effectiveness of the learning programme and contact numbers for outside agencies not being freely available in some policies.

The quality and standards of the early years provision

The children play happily within a well organised area of the home, having easy access to a range of resources to stimulate ideas and keep them well occupied. The childminder plans some activities, such as hand painting, to give the children an opportunity to experience messy play while developing their creative skills. The childminder successfully introduces new words, such as tabard and palm, to extend children's vocabulary within a relevant context to aid their understanding. However, at times, she focuses too heavily on her expected learning outcomes and curtails children's interest when they want to move on from making snowflakes to creating snowmen.

The children follow themes with their learning and the childminder has clear ideas of specific activities and how to help each child progress. She outlines planning clearly and has a fair idea of how to introduce each area of learning, but currently there is no system to monitor the balance of the activity programme or show clearly the different levels of challenge for each child when taking part in the pre-planned programme.

The children talk freely to the childminder, sharing thoughts and ideas confidently. Those with English as a second language adapt well, working closely with the childminder to help them learn from each other and develop a respect for diversity. Some are beginning to show interest in younger children by, for example, chasing after them with a doll's bottle and saying 'baby, baby'. The younger child protests by running to the childminder for support, feeling much too grown up for a bottle. He makes his feelings clear, despite having few words, and the childminder explains that he is a 'big boy now' showing respect for his feelings and helping other children understand the needs of others. The day progresses in a relaxed way, with constant interaction to help children understand what they see and learn more about the wider world. They use interactive toys and learn of social expectations to develop skills for the future, and all enjoy their day.

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.