

Inspection report for early years provision

Unique reference number	153052
Inspection date	11/02/2009
Inspector	Jan Leo

Type of setting	Childminder
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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 2001. She lives with her husband and four of her five children aged 18, 17, 15, and 11 years on the Bure Park Estate on the edge of Bicester. Her home is within walking distance of local shops, parks, community centre and schools. A number of rooms on the ground floor of the house are used for childminding and a bedroom upstairs is designated for resting children, if necessary. There is a fully enclosed garden available 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 accept a maximum of six children under the age of eight years when working alone or up to eight children when working with an assistant. There are currently eight children on roll, of whom, four are in the early years age range.

The property is situated on a corner plot with ample parking on the roads outside.

The childminder attends a carer and toddler group on a regular basis.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The children benefit from a very relaxed and homely atmosphere where they form extremely secure bonds with the childminder and have fun. The childminder dedicates her time to meeting the individual needs of the children and their families, and she has clear systems for monitoring the effectiveness of her provision. Some systems are in their infancy and not consistently applied at present, but the childminder is aware of her weaknesses and is eager to extend current procedures. The childminder is pro-active in developing her skills, attending relevant training and striving to link with some other childcare professionals to share good practice. Most aspects of health and safety are well met and all children play exceptionally well together with increasing confidence, following a varied and stimulating programme at their own particular level.

What steps need to be taken to improve provision further?

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

- develop links with the schools attended by the children in order to enhance what they do elsewhere and ensure they benefit from the complete Early Years Foundation Stage programme
- continue to develop records and paperwork to ensure documentation is complete and consistent for all children.

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

- complete an appropriate paediatric first aid course 01/04/2009

(Promoting good health) (also applies to the compulsory part and the voluntary part of the Childcare Register)

The leadership and management of the early years provision

The childminder makes full use of training courses to extend her knowledge and develop useful new skills to help her provide a professional and efficient service. For example, she attended training in tax matters and public health to improve the business aspect of the setting; courses in risk assessments and safeguarding to protect children from harm; in inclusions, diversity, planning and assessment and sign language to ensure the daily programme suits the children who attend and they can join in fully. The childminder shares good practice with other childminders and values input from her assistant and adults who use the service. There are currently fairly good links with local early years groups but the childminder has not yet approached the schools that children attend in order to find out what they do elsewhere and plan a cohesive development programme.

Individual record books help parents to find out more about the day and how their children progress. The childminder sends out regular newsletters and notifies families routinely whenever she changes practice or policies. Essential information is on display along with a plan of activities and menus for the week. This helps adults stay up to date and feel more involved in their children's day.

The childminder provides a child friendly environment and supervises children closely to keep them safe at all times. She conducts thorough safety checks on a daily basis to remove hazards as children grow and develop, and she acts as a very good role model to ensure children play safely and learn to protect themselves from harm. The childminder has a secure understanding of child protection issues and she aims to keep her knowledge of first aid up to date. However, a lack of available first aid training means renewal is not immediately possible to avoid a gap between certificates as required. Despite this, the childminder's years of experience of dealing with children's minor accidents and injuries stand her in good stead to administer first aid effectively and there is little impact on the children.

The quality and standards of the early years provision

The children mix exceptionally well despite differences in ages and interests. Older children successfully develop their own games, dressing up to play shops and act out previous experiences. They share the money out fairly to aid the purchasing and giving of change and some protest when their amount dwindles and others seem to have more. The children confidently show their displeasure and freely approach the childminder in the knowledge that she will help them resolve their differences. The childminder crouches down to make eye contact with the children and demonstrate her attentiveness. She reinforces sharing to restore harmony and children willingly move on showing their understanding of fairness.

Young children play alone, happily emptying cars from a toy box and placing them in a row. The childminder joins in at times to talk about different colours and count how many they have, linking areas of the curriculum to make learning relevant. Some children take comfort in being near to the childminder and freely give her cuddles when she plays with them on the floor to develop a feeling of closeness. The childminder interacts well with all the children, encouraging them to link with others and join in fully. All feel valued, secure, and part of the group. They laugh together, uncontrollably at times, enjoying each others company completely as they learn how to behave and develop skills for the future.

The children follow good practice regarding health and safety and help with routine tasks to develop their independence. Even young children carry toy boxes to help pack away, taking pride in their achievement. They locate their own belongings and helpfully don hats and boots when going outside on cold days. All move well and use space effectively to avoid hampering other children's games. The children show great interest in everything around them, chatting to everyone present about what they do and see. Skilful questioning encourages children to reason things out for themselves. For example, when a child covered the childminder with a cloak in preparation for cutting her hair, he initially said it was to keep her clothes warm. After seeing hair cutting acted out with fingers and being asked where the hair will go when it is cut, the child realised his error and stated that the cloak would catch the hair and protect her clothes.

The childminder currently outlines activities and themes in advance to prepare for children's arrival. She offers choices to accommodate changing interests and moods, and she allows the children to lead their day at a level to suit them. She knows the children well and effectively extends the activities to introduce increased challenges and help all children continue their development. She observes and records what children do, using individual record books to keep parents and carers involved in their children's development. The recording system is now fairly well established for the very young children but currently not fully in place for the older children in the early year's age range. This is because the childminder dedicates her time to the practical side of children's care more than the supporting procedures. However, she is fully aware of the need to implement paperwork consistently, and is working towards this end, in order to plan effectively for children's next steps and identify any gaps in their learning.

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?	1
The capacity of the provision to maintain continuous improvement.	1

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?	1
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?	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?	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for) 01/04/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for) 01/04/2009

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.