

Inspection report for early years provision

Unique reference number	134536
Inspection date	02/03/2009
Inspector	Gillian Little
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 1999. She lives in Abingdon with her partner, who is also a registered assistant, and her two daughters aged 15 and 11. The whole ground floor of the childminder's house is used for childminding, together with a first-floor bathroom. There is a fully enclosed garden available for outdoor play. Access to the provision includes two steps to the front door. The family has two dogs, two cats, two guinea pigs and three horses.

The childminder offers care on a daily basis and drives to two local schools to collect children. She is registered to care for a maximum of six children under eight at any one time and is currently minding three children on the Early Years Register on a part-time basis. She is also registered on both the compulsory part and the voluntary part of the Childcare Register to care for older children. She supports children with learning difficulties and/or disabilities.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All children are able to make good progress in their learning and development as the childminder clearly recognises their individual needs and has a sound understanding of the Early Years Foundation Stage. She provides a safe and welcoming environment where she includes all children and their families equally and works closely with parents to ensure children have effective support. She evaluates her practice accurately and has plans in place to further improve her provision and outcomes for all children.

What steps need to be taken to improve provision further?

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

- continue to develop the range of resources to further extend learning opportunities.

The leadership and management of the early years provision

The childminder has a positive approach to inclusion. She is familiar with all children's individual needs as she develops good relationships with parents and carefully observes and assesses children's progress. She includes all children equally in activities, for example, encouraging a baby to hold and look at matching cards while she helps an older child to match the cards together. Toys and resources reflect diversity in society, such as people from different backgrounds and those with disabilities, which helps children to develop a positive attitude to such differences. All parents receive copies of the childminder's policies providing them with good information about her practice. Daily diaries and regular

discussions ensure that the childminder keeps parents well informed about their children's time with her and their progress towards the early learning goals. The childminder's home is safe, clean and comfortable providing a welcoming space for children's play, and she supervises pets carefully to ensure that children are safe at all times. She maintains regulatory documentation effectively, such as clear records for the administration of medication, and shares these with parents where appropriate. She implements her policies and procedures effectively resulting in a safe and well managed provision. She ensures that household members have appropriate background checks and she demonstrates a sound knowledge of safeguarding children procedures. She has a good awareness of the strengths of her provision and has met all recommendations from the last inspection, resulting in improved outcomes for children. She is using the Early Years Foundation Stage guidance documents effectively to help her support children's progress and she gains additional information through the internet and the National Childminding Association. She is planning to extend her range of resources and use of space to further enhance learning opportunities for all children.

The quality and standards of the early years provision

Children enjoy exploring a range of easily accessible toys and resources and receive effective support from the childminder. Babies and toddlers enjoy snuggling up to the childminder to listen to a story; the childminder ensures that babies can see the pictures and hear her voice while she encourages older children to say the last word of a rhyming phrase to help develop their vocabulary and sense of rhythm. She helps children to develop their problem-solving and numeracy skills through activities such as matching pictures or threading beads onto string, supporting them effectively by helping them to count up to five, to say the names of objects and to recognise colours. Children enjoy exploring musical instruments and the childminder ensures that they all have equal resources. Children smile at each other as they shake rattles and tambourines while the childminder encourages them to join in with nursery rhymes. Frequent outings in the local community help children to learn about the world around them. They enjoy visiting a local café where they learn to sit together and to use manners appropriately, while visits to the local river and children's farm help them to learn about nature. Children show respect for family pets by stroking them carefully and children show respect for each other, sharing resources with support from the childminder when necessary. Daily outdoor play or outings ensure that children have lots of opportunities for fresh air and exercise and the childminder focuses on developing specific physical skills when appropriate, such as helping babies to crawl or helping older children become independent when dressing themselves. Children learn to stay safe as the childminder reminds them to play with toys carefully so that they do not hurt each other, and not to stand on the sofa so that they do not fall off. The childminder encourages children to adopt a healthy lifestyle as she works closely with parents to encourage them to supply healthy meals and snacks, and helps children to wash or wipe their hands before and after eating. Children develop close relationships with the childminder and readily go to her for cuddles and comfort. The childminder recognises children's individual interests and helps to extend their learning through these. For example, when one child shows an interest in a photo album, the childminder talks to her about what

they were doing when the photos were taken. The childminder is in the process of writing summaries of each child's progress in each area of learning and these show a clear understanding of child development and children's individual needs. The childminder uses her observations of children's progress to carefully plan their next steps in learning, such as helping a child who is confident in using simple jigsaws to begin to use more complex ones.

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

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

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.