

Inspection report for early years provision

Unique reference number	133560
Inspection date	04/02/2009
Inspector	Jan Burnet
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 1994. She lives in a residential area on the outskirts of Banbury with her husband and two adult sons. The ground floor of the house is used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She may care for a maximum of six children under eight years at any one time. There are currently 10 children on roll and of these, five are in the early years age group and three of the older children are under eight. The childminder walks or transports children to and from a local school. She attends parent and toddler groups.

The childminder is a member of Oxfordshire's Trio Network and is accredited to receive Government funding for early years education.

Overall effectiveness of the early years provision

Overall the quality of the provision for children in the Early Years Foundation Stage (EYFS) is good. The childminder promotes children's welfare and care needs successfully and meets their individual developmental needs well. She ensures that all children are valued and included. Information obtained from parents helps her to identify and address children's differences. The childminder is aware of her strengths and areas for improvement and her commitment to continuous improvement is strong.

What steps need to be taken to improve provision further?

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

- make sure the risk assessment covers everything with which a child comes in to contact.

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

- obtain information on who has legal contact with a child and who has parental responsibility for a child (Safeguarding and welfare).

04/03/2009

The leadership and management of the early years provision

The childminder provides a warm and welcoming environment that is safe and secure. She ensures that all resources meet children's needs in accordance with their different stages of development. The childminder identifies areas for improvement in the Ofsted self-evaluation form. She intends to develop greater

links between outdoor and indoor activities, she has reviewed and extended policies and has introduced 'Learning journey' books for each child. There were no recommendations raised at the last inspection. The childminder demonstrates a commitment to constantly develop her knowledge and skills. She is currently working towards an Open University Foundation Degree and since the last inspection has completed courses on first aid, food hygiene, inclusion, safeguarding and a range of courses linked to learning and development.

The childminder has successfully used EYFS documents to ensure that she is aware of most requirements, but has not obtained information from parents on who has legal contact with their child and who has parental responsibility. Other information requested from parents that links to the care of each child is thorough and the childminder makes sure that individual needs are met well. Written information provided for parents is good. Initially they are shown a portfolio containing thorough information on policies and procedures, police clearance forms and training. The childminder is proactive in seeking parents' views as she provides a questionnaire that includes, for example, 'does your child talk about his/her day?' and 'does your child continue to be creative at home?'. Children's achievements are shared with parents and the childminder obtains information from them on what their child knows and can do. The childminder is aware of the benefits of developing positive links with other professionals involved in the care of the children.

Children's welfare is addressed well as required measures are in place to ensure their health and safety. The childminder assesses safety each day and a written risk assessment identifies how potential hazards have been identified and addressed. However, the record does not include a risk assessment of play activities, for example, cooking. The childminder is fully aware of her responsibilities with regard to protecting children from abuse and comprehensive safeguarding information is shared with parents. All required records are kept up-to-date and in good order.

The quality and standards of the early years provision

Children are making good progress and the childminder is clear of her responsibilities with regard to ensuring that all children are challenged effectively. She demonstrates a commitment to extending her knowledge of the EYFS learning and development requirements in order to ensure that children are able to reach their full potential and make progress across the six areas of learning. The range of resources and activities meet their needs well. Each child's 'Learning journey' book begins with a brief description of their family and a section for parents under a title of, 'to help me join in fully with activities I need...'. Parents are also asked questions linked to independence and counting and colours. The childminder records some observations spontaneously and plans focussed observations using paperwork that identifies; the activity, equipment needed, intended area of learning, questioning opportunities, ways to adapt to ensure that all children are included, and 'next steps'.

Children are happy and settled and relationships are good. The childminder

promotes language development and thinking as she ensures that all children have a chance to speak and are listened to.

Children spontaneously request stories and singing and the childminder encourages them to hear rhyming sounds as they sing and recite familiar rhymes. Manipulative skills develop as children mould with dough, play with safe small toys and make marks with writing materials. They develop skills and confidence as they use a climbing frame, slide and sit and ride toys. They enjoy a skittles game and are learning to take turns as they practise throwing. They count the skittles as they stand them up, count the number that they have knocked down and count the number that remain. They name and match colours. Children's creativity is promoted by the childminder. They enjoy art and craft activities, move imaginatively to music and have access to a range of role play resources. They develop an awareness of how other people live, for example, a topic on houses and homes is linked to current very cold weather and they talk about people who live in igloos. Food is included in festival celebrations and on a daily basis, children play with resources that reflect diversity.

The childminder takes positive steps to safeguard children and promote their welfare because she has a clear understanding of child protection procedures. Healthy eating is promoted and children participate in regular physical play activities. Children learn good personal hygiene practices. They play in a safe and welcoming environment and they are learning how to keep themselves safe, for example, they regularly practise the fire drill. They are emotionally secure.

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

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 made to 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.