

Inspection report for early years provision

Unique reference number	EY310380
Inspection date	19/03/2009
Inspector	Jill Milton
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 2005. She lives with her husband and two daughters in the Greater Leys area of Oxford. The home is within easy travelling distance of local schools and parks. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Minded children may use all areas of the home and there is a secure garden for outdoor play. The childminder's registration permits her to care for up to two children in the early years age range and she currently cares for three children on a part time basis. She occasionally works with her husband who acts as her assistant.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder is well organised and provides a child-friendly environment that stimulates children's interest. Children's individual needs are a top priority for the childminder and there is a gentle introduction to raising children's awareness of diversity of the wider world. The childminder promotes the children's welfare effectively. She is developing systems to monitor the children's progress and supports most areas of learning well. The childminder brings about improvements to her practice over time though she is not completely confident at using self-evaluation.

What steps need to be taken to improve provision further?

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

- make more use of opportunities as children play to introduce early problem solving and numeracy
- expand systems to monitor the children's development to provide a helpful way of planning the next steps in learning
- develop more confidence at using self-evaluation to evaluate practice and plan areas for improvement

The leadership and management of the early years provision

The childminder utilises the space in the home effectively to provide children with lots of choice and access to resources. She maintains a very clean home and has a good awareness of how to promote children's health and safety. The childminder keeps a wide range of the latest reference materials accessible to help guide her should she have a child protection concern. Since the last inspection, the childminder has addressed some suggested safety issues around the home and she is now keeping a written record of her risk assessments. She takes sensible precautions to minimise hazards to children. The childminder maintains neatly organised documents to support her work. She has a selection of written policies that provide a helpful introduction to her procedures for new parents. The policies reflect her thoughtful approach to her work, for example, she now includes a policy

relating to caring for school age children and explains to parents her desire to work in partnership with schoolteachers when she collects a minded child from school. The childminder is keen to attend workshops to improve her knowledge of child development. She is beginning to use self-evaluation as a tool to identify areas for improvement though this is not yet impacting greatly on her practice.

The quality and standards of the early years provision

Children settle in the care of the childminder and they show interest in the selection of activities on offer. They are learning some early social skills with guidance from the childminder, reinforcing ideas of fairness and kindness to each other. A guessing game of which animal is hidden in a box provides an effective way to introduce turn taking with young children. The children are familiar with the routine of the morning and readily clear their activity table for snack time. The childminder encourages them to choose from a healthy selection of available snacks and they sensibly wipe hands before eating to reinforce good hygiene routines. The childminder is aware of the health needs of the children in her care and she gathers information from parents about a wide range of aspects of child development. This helps her to provide care at an individual level.

Children are able to progress well with good support, particularly in the area of early literacy. The childminder supports children effectively with an emphasis on enjoying storybooks and using language to interact frequently with the children. The children are learning to recognise their own names on laminated place mats and the childminder reinforces the sounds of familiar letters with them. Children enjoy times outdoors in the stimulating garden area stocked with a good range of equipment. They are keen to play outdoors, reflecting their enthusiasm for energetic play in the fresh air. Children play safely in the home with the successful use of simple measures like safety gates to protect them from identified hazards. The children play with resources that introduce them to the wider world and a sense of equality. The childminder is proactive in choosing books and music, for example, which promote diversity such as culture or disabilities in a positive way. The children have a broad range of activities to let them express their imagination and creativity. They play with games that help their early mathematical understanding, although at times, the childminder does not use opportunities that lend themselves to introduce problem solving and number, for example, when children play with selections of cars and play people. The childminder keeps a diary that she shares with parents, and this provides a valuable insight into the stimulating days she provides for the children. Although her observations of the day are not yet used to plan the next steps to support children's learning, they do reflect the good quality care she is providing.

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?	3
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.