

Inspection report for early years provision

Unique reference number	134360
Inspection date	24/04/2009
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 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 1992 and she lives with her husband close to the centre of Witney. The home is within easy travelling distance of local schools, shops and parks. The whole ground floor of the childminder's house, together with a first floor bedroom is available for childminding. There is a fully enclosed garden available for outdoor play and the family have a dog and two guinea pigs. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare register. She works with an assistant who is registering as a childminder and together they currently care for eight children in the early years age range and ten older children on a part time basis. The childminder has a level three qualification in home based childcare.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder values children as individuals and is keen to promote equal opportunities for all the families with whom she is in contact. Children play in a comfortable home that in most aspects fully supports their welfare and progress in learning. The childminder successfully focuses on her own professional development and she uses self-evaluation to reflect on her practice. Many written examples of parental satisfaction with her care demonstrate the importance the childminder places on developing her partnership with parents in order to work together to support the children's needs.

What steps need to be taken to improve provision further?

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

- improve home security by ensuring adults cannot enter the premises unannounced
- provide more opportunities for children to see words in print around the home to support development of their early literacy

The leadership and management of the early years provision

The childminder has a positive attitude to her work and is motivated to attend a variety of courses in order to extend her knowledge and skills. She completes a detailed self-evaluation that enables her to reflect on her practice and she makes improvements to her home to benefit the children. One example includes the planning of the garden to include an all-weather surface and separate area for the family dog to promote children's good health and enable them to access outdoor play all year. The childminder conducts regular risk assessments to address potential safety hazards to children and although there is a current weakness in home security, her procedures do overall protect children effectively. The childminder recognises her responsibility to safeguard children and she is aware of how to act if she has child protection concerns. The childminder organises her

documentation effectively and provides parents with some well presented information. This is particularly successful in the diaries for the younger children that are an attractive record with notes and photographs of the children's routines and activities. The childminder also liaises closely with schools that children in her care attend and this helps her to meet the individual needs of children consistently. The childminder and her assistant work well together and the presence of a second adult enables them to supervise the children's play in different areas of the home and to make the day run smoothly. This aspect of care is an area of improvement since the previous inspection.

The quality and standards of the early years provision

Children engage quickly in activities when they arrive at the childminder's home. The childminder puts thought into planning activities to interest the children and parents comment on the wide range of topics on offer. The childminder values the opinions of children and responds to requests in their completed questionnaires for new resources. Children respond well to the childminder's guidance and younger ones are learning to share and take turns at popular toys. Children sit sociably at the dining table to enjoy snacks of chopped fresh fruits. When the childminder cooks meals for children, she sensibly takes into account their different dietary requirements and she prepares menus in advance in consultation with the children. These thoughtful aspects of her care provide a fully inclusive environment that values children as individuals. The childminder has a positive attitude to welcoming children with learning difficulties or disabilities and she works closely with parents and other providers to support the children's development.

Children enjoy busy days in the childminder's care with frequent visits into the local community. This extends their social skills and awareness of the wider world. The childminder has a close regard to safety on outings, using equipment such as fluorescent safety jackets. Trips to the local park provide children with a wider selection of challenging equipment on which to extend their physical development. Outdoor play at the home is a regular feature of the day and the area is being developed with new resources to extend play. Children enjoy creative activities with paint, play dough and model animals and they are free to use their own imagination and ideas. Children move freely around the downstairs rooms and a small playroom is well equipped with clean, age-appropriate toys and books. Children are progressing with skills useful for later life, with an introduction to early number and use of the home computer. The childminder is good at introducing mathematical words into play as children count and match objects. Children experiment with crayons and paper as they develop their early mark-making abilities and shared stories are popular. The childminder uses books to introduce the children to cultures different from their own and to foster respect for others. Support to early literacy is good overall, though there are not many words on low display to challenge children and promote early reading. The childminder maintains helpful notes on each child's development and she is starting to link this to planning for the next steps in learning, providing good overall support.

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

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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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