

Inspection report for early years provision

Unique reference number	EY305654
Inspection date	03/08/2009
Inspector	Jan Leo
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 2005. She lives with her three children, aged 16, 12 and nine years, in Chinnor, Oxfordshire. Children use the ground floor of the property for play and rest or sleep in a bedroom upstairs. There is an enclosed rear garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under the age of eight years and three of those may be in the early years age range. The childminder currently looks after five children in total, three of whom are in the early years age range.

The childminder undertakes a school run to Saint Andrew's School and nurseries within the village. She makes use of local facilities including library, parks and children's activity groups.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder dedicates all her time to the children to ensure they feel like part of the family, building strong bonds to help children feel secure and special. In practice, the setting operates very effectively, with learning and development actively promoted on an individual basis to help children reach their full potential. Whilst the childminder is successful in identifying and addressing areas for improvements which directly affect the children, she fails to monitor paperwork to ensure it remains up to date and contains full and accurate information to support the service fully.

What steps need to be taken to improve provision further?

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

- improve the value of paperwork by ensuring documents routinely contain sufficient detail, clear review dates and up to date contact numbers and information.

The leadership and management of the early years provision

The childminder gets to know the children well in order to tailor care to suit their individual needs. She promotes open communication with parents and carers to help them feel involved in their children's progress and enable her to adapt the day to suit children's new and changing interests. Parents value the service highly, appreciating the variety of activities their children experience to aid their development. The childminder uses photographs, detailed observations and individual record books to record details about the day and indicate possible next steps in learning, providing clear and concise information on a daily basis. All

essential information, such as the certificate of registration and Ofsted's current telephone number, is readily available to families but some policies contain inaccurate information. For example, the child protection policy does not reflect the present name of the referral agency and the complaints procedure contains an out of date contact number.

The childminder has full risk assessments covering both her home and outings off site. She successfully adapts practice to take account of which children are present in order to ensure safety at all times. However, although the childminder reviews the risk assessments at approximately three monthly intervals, they have no date as a reminder of when the review is due. The childminder supervises children very closely to help them play safely and learn good habits for later life. As a result, the children are sensible and use the equipment carefully to avoid injury. The childminder has a sound understanding of child protection issues and reference material to remind her of the referral process should concerns arise. She has a clear policy to inform parents and carers of her responsibility to safeguard children from harm.

The childminder is beginning to monitor the effectiveness of her provision and look for areas to improve the quality of her service. She automatically introduces changes that bring about immediate improvements for the children, such as improving safety equipment for toddlers to keep them near when out walking, without limiting their feeling of independence. However, paperwork is not seen as a priority and consequently, documentation reviews are slow which limits their effectiveness in supporting the service.

The quality and standards of the early years provision

The children thoroughly enjoy their time with the childminder, feeling fully included by the family and confident enough to join in games and give roles to other children. The children choose what to do and the childminder makes sure all can participate if they want, setting different challenges to help children develop at their own pace. For example, when children decide to draw or paint, some find pictures on the computer to print off as a starting point for younger children. The children receive good quality interaction at all times to help them make progress. They routinely count, for example, how many ears a pig has when making up animal puzzles and talk about colours as they read stories with the childminder. The children show great interest in everything around them and confidently move from one activity to another at will to remain productively occupied throughout the day.

The childminder assesses children's starting points by observing the children when they visit and talking to parents at length about what their children can do. She plans activities to suit their individual interests and monitors progress and achievements in order to plan for children's next steps. Evaluation sheets detail children's level of ability and show parents how activities link to the areas of learning. However, the daily record books, which go home with the children, do not include much detail. As a result, those adults who do not drop off and collect their children have less information about ongoing progress.

The childminder is skilled at linking learning to ensure everything is relevant. For example, when children show interest in books, the childminder uses an expressive voice to read the story and set the mood, she points to the words to show that writing has a purpose, discusses the pictures to develop children's knowledge of the wider world and explains things to the children to help them make sense of what they see. The childminder routinely questions the children to develop their reasoning and listening skills and she makes eye contact when talking to children to make sure they feel special and gain the confidence needed to develop their language skills.

The children have free access to outdoor play and appropriate climbing equipment to develop their physical skills. The childminder supervises children closely to help them use equipment safely, holding children by the hand as they bounce energetically on the small trampoline to develop good balance and coordination safely. The children are becoming enthusiastic and confident learners and they behave very well. They successfully link with older children to develop their own ideas and act out previous experiences, demonstrating that they know how to behave by reminding older children that they too must share. The children know what the childminder expects and they readily comply, learning good habits for the future and developing a sense of community within the household.

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.	3

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?	3

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?	3
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
--	-----