

Inspection report for early years provision

Unique reference number	EY333015
Inspection date	27/08/2009
Inspector	Rachel Edwards
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 2006. She lives with her husband and their five children aged between six and 14 years, in Childrey, Oxfordshire. They live in a house within walking distance of amenities such as a post office, recreation ground, school and pre-school. The family keeps three dogs and two cats. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight years at any one time. She currently minds eight children on a part-time basis, including six in the early years age group. The registration does not include overnight care. The childminder walks to local schools to take and collect children and attends the local parent/toddler group and singing groups. She is a member of the local childminding network and is working towards a level 3 qualification in childminding.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy a wonderful range of experiences within this welcoming and happy household. Each child is truly valued for who they are and full account is taken of their needs and interests in the care provided. Consequently they are very settled, confident and make good progress in their learning and development. They are generally kept safe and well supervised, although the childminder has not thoroughly assessed all of the potential hazards to children and taken steps to minimise them. She looks carefully at how she works and actively seeks ways to continually improve what she offers.

What steps need to be taken to improve provision further?

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

- further develop the use of frequent observations and assessments of children's progress, by making greater use of the Early Years Foundation Stage guidance document, in order to aid planning
- develop partnerships with other settings that children attend

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

- extend the risk assessment to ensure all areas are covered, including sleeping arrangements, use of the trampoline and the dogs (Suitable premises, environment and equipment)

17/09/2009

The leadership and management of the early years provision

The childminder is a highly motivated and experienced child carer. She regularly undertakes training and has joined her local childminding network to access the support she needs to enhance her capabilities. She is currently working towards a level 3 childcare qualification, which demonstrates her commitment to high standards. She accurately assesses her strengths and areas for development and takes well targeted action to benefit all the children.

The childminder is very well organised, making excellent use of available space both indoors and outside. All of the required records and paperwork are in place to support each child's individual needs and a broad range of written policies and procedures guide her work and help keep parents fully informed about the ways she works. The childminder has excellent relationships with parents. She completes daily diaries for each child and spends time each day talking with parents about their child's day and the progress they are making. She shares attractive scrap books that she has made for each child to chart their development and these make reassuring records of their children enjoying a wide range of interesting activities. She seeks parents feedback to help make improvements, such as displaying menus and planned activities on a notice board. Parents speak very highly of the care she provides. She has not formed effective partnerships with other settings that children attend to support their learning and development.

The childminder has a clear understanding of her responsibility to safeguard children and she knows what to do if she has concerns for a child's welfare. The childminder has made her home and garden safe and secure so that children of all ages have great freedom to explore and make their own choices in where and what to play with. She has carried out risk assessments of her home and outings and taken action to minimise most hazards to children. However, some aspects of safety have not been thoroughly assessed, for example, the safety of children sleeping upstairs and playing around dogs.

The quality and standards of the early years provision

Children are exceptionally well settled, confident and highly independent. The childminder copes admirably with the wide age range of the children she cares for. She ensures each child receives plenty of individual attention, is listened to and their comments valued. She is a very good role model as she treats each child with kindness and concern. In turn, children behave very well. They are polite and considerate towards each other. They learn to be tolerant of others needs and to resolve any minor disputes amicably. For example, they willingly accept the childminder's suggestion to use an egg timer to help take turns on the trampette. House rules are well understood by all, for example, not to leave the table before finishing a meal.

Children can choose where to play and can reach toys suitable for their stage of development. This helps a baby become more mobile as he clambers in and out of the door and pulls himself up to reach toys from a shelf. A great deal of time is

spent in the large garden, where children are helped to keep fit and healthy as they use a range of large outdoor toys and have room to run and chase. The childminder understands the benefit of using the outdoor environment for learning across all areas of the curriculum. For example, small world and imaginary games are much more exciting and interesting when played in a large open space and play with 'gloop' can be as messy as they like. The childminder allows children freedom to explore and follow their own interests but she is also skilled at directing their play to help extend their learning or teach them new skills. As a result children are curious and become engrossed in their play, for example, a child is fascinated to find a slug and he wonders if it will turn into a butterfly, like the chrysalis they had earlier. These excellent links in learning help reinforce ideas.

Children go on outings outside the home, which helps them develop an awareness of their local community. They go to singing groups each week and soft play centres and in the holidays have special trips to places such as the bowling alley, which the childminder organises carefully so that children of all ages enjoy the activity. The childminder makes very good use of photographs and notes to record and share experiences with parents. She makes notes to accompany pictures and these demonstrate her good understanding of how to promote children's, especially the younger ones, learning through enjoyable play. She makes observations of children's achievements but these are not frequent enough for her to accurately gauge children's progress and she is less secure in how to extend the learning of children over three years, especially in early literacy and number skills.

Children learn to adopt healthy ways of living and become aware of their physical needs for rest and nourishment. For example, a child asks for a pear and the childminder provides a variety of fruit for the morning snack. Children settle quickly when having daytime naps, secure in the knowledge that they will soon feel rested and ready for more play. The childminder is very successful in raising children's self esteem and making them feel included and part of the household. Everyone has their own labelled box for personal possessions and different coloured towels to help reduce the spread of infection. They play with a variety of toys that reflect the diversity of society. For example, they discuss why a play figure might be using a wheelchair which raises their awareness and acceptance of people different to themselves and makes them sensitive to others needs.

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?	1
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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