

Inspection report for early years provision

Unique reference number	EY379860
Inspection date	10/07/2009
Inspector	Gillian Little
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 was registered in 2008. She lives in Abingdon with her husband and two children aged six and four. One reception room, the kitchen, utility room and cloakroom are available for childminding, together with a first floor bedroom and bathroom. There is a fully enclosed garden available for outdoor play. Access to the provision includes a step into the house and a gravel driveway.

The childminder offers care on a daily basis and walks to a local school to take and collect children. She is registered to care for a maximum of four children under eight at any one time, of whom no more than two may be in the early years age range. Her registration includes the Early Years Register and both parts of the Childcare Register. She is currently minding three children on the Early Years Register on a part-time basis. She supports children who have learning difficulties and/or disabilities and children who speak English as an additional language.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are able to play in a very well-organised and very safe environment. The childminder ensures that all children are equally included in the provision and she develops excellent partnerships with parents. Children enjoy their learning and the childminder plans a wide range of structured activities based on their levels of development together with some opportunities for free play. The childminder evaluates her practice thoroughly, identifying most areas for further development, and shows a strong commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- review the balance of adult-led and child-led activities to increase opportunities for child-initiated learning
- provide individual hand drying facilities for minded children to reduce the risk of cross infection.

The leadership and management of the early years provision

The childminder has a very high regard for children's safety providing a well supervised and safe environment. A very wide range of effective policies and procedures together with thorough risk assessments ensure that children are well cared for. For example, monthly fire drills and testing of fire detection equipment considerably reduce the risk of injury in the event of an emergency. The childminder demonstrates a thorough understanding of safeguarding children

procedures and ensures that all household members have appropriate background checks.

The childminder has a positive approach to inclusion ensuring that all children can take part in activities and she helps them to learn about diversity through the provision of resources and learning words in different languages. She is bilingual and is able to effectively support both the children's home language and their development in English. Her organisation of learning opportunities is very thorough although this sometimes leans too heavily towards adult-led activities, which has some impact on the time available for children to fully explore their own ideas. Excellent partnerships with parents contribute effectively towards supporting children's individual needs. The childminder gathers a good range of information about children when they first start with her and regularly collates evidence of their progress towards the early learning goals, such as thorough written records together with compact discs of photographs which she readily shares with parents. She enables children to take some of her resources home so that they can continue their learning with their parents. A parental comment book shows that parents are very happy with the childminder's care of their children and highly value her support and commitment. The childminder also works closely with other settings and professionals who care for and/or support minded children to enhance their care and learning, such as carrying out activities with children to support specific skills.

The childminder thoroughly evaluates her practice using information on the internet and attending local training to support her in this process. She actively seeks feedback from both parents and children, and has many ideas to further develop her practice, such as further developing her knowledge and understanding of children with learning difficulties and/or disabilities. In addition, she shows a positive attitude to addressing issues raised at the inspection.

The quality and standards of the early years provision

Children enjoy their time in the setting showing interest in the activities on offer and developing good social skills, such as taking turns and playing well with other children. They have good opportunities to play outdoors in the safe and pleasant garden where they busily explore a variety of resources, such as a sandpit, fort, slide, rope ladders and diggers. They thoroughly enjoy a 'dinosaur number hunt', eagerly searching the garden matching numbers on their list to numbers on flags. They develop an understanding of measurement using tape measure reels to measure the length of the garden and, with encouragement from the childminder, try to imagine if a dinosaur would be that big. They sit on the decking reeling in their measuring tape and pretend that they are fishing; the childminder accommodates this idea and talks to the children about it but focuses on the measuring activity rather than fully embracing the children's creative ideas. The toy digger fascinates children, and they become absorbed exploring how it works, moving its levers and whizzing the pedals round; they thoroughly enjoy sitting on the digger or in its trailer as the childminder pulls them around the garden and encourages them to find pinecones to collect in the scoop. They have good opportunities for outings in the local environment such as local museums, farm

parks and the river, which further helps to support their knowledge and understanding of the world.

Indoors children become absorbed exploring play dough and concentrate for long periods of time. They have good opportunities to develop learning through spontaneous opportunities, such as counting down the time on the microwave with encouragement from the childminder.

Children have good opportunities to develop an understanding of a healthy lifestyle as the childminder talks to them about healthy food and encourages them to brush their teeth after each meal. Children show that they are familiar with the routine of washing their hands after playing in the garden or before they have snacks, although they do share a hand towel which increases the risk of cross infection. They have excellent opportunities to learn about safety, practising fire evacuations monthly and playing a 'traffic light' game on the way to school so that they very effectively learn what the different colours mean.

Children benefit from the childminder's enthusiasm and involvement in their play. She makes regular observations of each child linking these to the Early Years Foundation Stage to assess their progress and identifying next steps in their learning. Planning is very well organised but focuses rather heavily on adult-led activities rather than individual outcomes for each child.

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?	1
How well are children safeguarded?	1

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?	1
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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