

Inspection report for early years provision

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Inspection date	03/11/2009
Inspector	Maxine Coulson
Type of setting	Childminder

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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.

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Description of the childminding

The childminder registered in 2008 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two children aged three and six years. They live in a four bedroom detached house on a residential road in the village of Bodicote on the outskirts of Banbury. Childminding takes place on the whole of the downstairs, with access to upstairs for sleep purposes only. There is a fully enclosed garden available for the children's outside play. Her home is within walking distance of local parks, shops, pre-school and schools.

The childminder is registered to care for four children under the age of eight years. She currently has seven children on roll; of these two are in the early years age range and one is over eight years of age. Children attend for various days and sessions.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an inclusive setting where the children are confident, happy and settled and are making good overall progress in their development. This is well supported through the relationship the childminder has with their parents; this means there is a positive impact on the children's welfare and education. The childminder identifies her strengths and is aware of areas she would like to develop, although has yet to find appropriate training to help her improve her practices.

What steps need to be taken to improve provision further?

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

- provide fresh drinking water at all times for children of all ages (Promoting good health)
- 26/11/2009

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

- further develop toys and resources that allow children to learn about the wider world, their place in it and to develop an understanding of how sustainability creates positive outcomes
- plan and book relevant training to further enhance effective practices and to help maintain continuous quality improvement

The effectiveness of leadership and management of the early years provision

The childminder has an in-depth awareness and understanding of safeguarding children. She has detailed policies and procedures, and fully understands her role in the event of a concern about a child's welfare. She discusses her safeguarding responsibilities with parents and ensures that all household members have appropriate checks to be in the proximity of children. The childminder provides a safe and secure environment, and has good procedures which effectively enable her to deal with emergencies or illnesses. Risk assessments are fully in place and are used to effectively reduce any hazards or potential risks. All additional records, policies and procedures are in accordance with the Early Years Foundation Stage framework, easily accessible and implemented well in practice. The childminder is vigilant and supervises children closely, for example, she regularly checks sleeping children and gives gentle reminders to play carefully. There is a range of good quality toys and equipment, such as highchairs, and these are clean and well maintained.

Children are able to move around freely and safely on the ground floor of the childminder's house. Resources are stored appropriately at the children's level which enables children to independently access them. The childminder provides some toys and resources where children learn to celebrate differences and other cultures. Children are developing their understanding of diversity within the local community, although there are limited opportunities for children to develop their knowledge of the wider world, their place in it and to develop an understanding of how sustainability creates positive outcomes.

The childminder has good relationships with parents. She communicates verbally with them every day and seeks their views to promote their involvement in their children's day. They have their own designated board where the childminder displays relevant information, such as, policies and procedures, certificates and weekly menus. The childminder cares for a child who attends another early years settings and is aware of the importance of developing systems for sharing information about children's well-being, learning and development. She demonstrates a commitment to continuously reviewing all areas of her practice. Although the childminder regularly researches good practice in childcare and is seeking to improve her knowledge, she has not yet managed to book further training to continue to develop her knowledge and improve her practices.

The quality and standards of the early years provision and outcomes for children

The children are confident, relaxed and settled within the environment. They quickly respond to the activities on offer and confidently locate and access their favourite toys when they are ready for a change. Children thoroughly enjoy themselves in all activities, and while they are immersed in their play, the childminder makes good use of their interests by helping them to identify different colours, develop early counting skills and expand their vocabulary.

The childminder has a good understanding of the children's starting points and uses this information to plan children's next steps of learning. She has a good knowledge of how to progress children's learning through the use of resources and topics, whilst focussing on the knowledge and experiences that the children already have. Consequently, the children are developing well in many areas. The childminder knows the children well and has good systems in place for carrying out observational assessments to further support all areas of learning.

Photographs taken show children enjoy a wide variety of creative activities, such as exploring with paints, gloop and other 'messy' play. Activities are set to ensure children of all ages are included and able to join in the fun. Children have daily opportunities to play outdoors in the safe and enclosed garden, which has a good range of resources. The children enjoy being active and develop their coordination through use of the slide, swings, bats and balls for example. They have regular outings in the local environment, such as, trips to local children's groups and regular walks to parks and schools.

Children's good health is very well maintained. The children play in a very clean and homely environment, and benefit from the child-orientated play areas. The risk of infection is minimised as the childminder teaches children through daily discussions and acting as a role model the importance of washing their hands and maintaining good hygiene. Children's individual routine care needs such as sleep and feed times are acknowledged and met with flexibility. Meal times are relaxed and sociable occasions where children are given time to explore and enjoy their food at a leisurely pace. Children are given drinks at snack and meal times, although fresh drinking water is not always to hand for children of all ages.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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