

Inspection report for early years provision

Unique reference number	134900
Inspection date	24/11/2009
Inspector	Karen Louise Prager

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 was registered in 2000. She lives in a village near Witney with her partner and two children aged nine and 17. The living/dining room and conservatory are available for childminding together with a first floor bedroom for sleeping and a bathroom. There is a fully enclosed garden available for outdoor play. Access to the provision includes a step into the house.

The childminder offers care on a daily basis. She is registered on the Early Years Register to care for a maximum of six children under eight at any one time, of whom no more than three may be on the Early Years Register. She is currently minding one child in the early years age group. She also offers care to children aged over five years. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and the childminder is currently caring for two children in this older age group.

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.

Children's individual learning and development needs and interests are well met and children make good progress in this setting. Children's welfare and safety are well supported through the childminder's well organised systems. The childminder makes positive use of reflective practice to support continuous improvement of her service. Strong links have been developed with parents to involve them in their children's care and education; however links with other settings that children attend are not fully effective.

What steps need to be taken to improve provision further?

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

- develop the outdoor learning environment to enable children to access a wide range of experiences throughout the year
- develop partnerships with other settings to ensure an effective two-way flow of information, knowledge and expertise that promotes continuity and cohesion in children's learning and development

The effectiveness of leadership and management of the early years provision

Children are safe and appropriately safeguarded. The childminder's safeguarding procedures provide information in line with the Local Safeguarding Children's Board and she has a good understanding of procedures to follow should she have a concern about the welfare of a child. A detailed risk assessment is in place for both

the home and outings undertaken. The childminder can explain her safety measures and she takes steps to minimise any risk to children. A good range of policies are in place and records well maintained. Relevant records are shared with parents and these include any accident and medication records. The childminder organises her home with children in mind and ensures that the needs of all children are met so that none are disadvantaged. Children have access to a wide range of resources within the home and a smaller selection in the enclosed garden.

The childminder has a strong commitment to improving her practice and is clearly aware of her strengths and weaknesses, having evaluated these in order to identify areas for improvement. For example, this year she has extended her recording of observations and assessments of children and the planning of activities. This has led the childminder to focus more on meeting the specific needs of individual children and as a result outcomes for children are improved. The childminder works closely with parents to ensure she is building good relationships. Information about the setting and children's progress is regularly shared. Through discussion parents feed back information regarding their children's development that is then used to inform planning. The childminder is in regular contact with other settings that children attend. However, the childminder has not taken effective steps to ensure that knowledge about children's learning and development is shared between all other settings and as a result continuity of children's learning is not fully promoted.

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

Children are making good progress in their learning and development through the Early Years Foundation Stage. The childminder has a good understanding of children's development and understands how children learn through play. She is aware of the children's current stages of development and of their individual interests. Regular observations are carried out whilst children are playing and this information is recorded and used to note children's development and identify how to extend the provision to support children's future development. Children thoroughly enjoy their time with the childminder, and they are provided with a well organised environment which offers them a well balanced variety of child- and adult-led activities and experiences. The organisation of the indoor environment enables children to select and use resources independently from low storage units. Children have opportunities to play outside and undertake regular outings into the community. However children have more limited opportunities for outdoor play when they are at the childminder's home as activities in the garden are undeveloped. A good range of books, some chosen at the local library, helps children develop an interest in books and fosters their imagination. Children play together and develop their own stories using small world people. Good support and communication from the childminder promotes children's spoken language and understanding well. The childminder's good knowledge of the children's home life enables effective support when they discuss where they live, an interest sparked by the childminder moving home. Children are pleased to sit with the childminder and complete a new puzzle which has been chosen to link with children's current interests. The childminder plans some activities and children are eager to

participate. Children discuss the weather on a daily basis and learn the days of the week. A display board is available with this information and also has welcoming pictures showing which children are attending today. Through everyday play and activities children learn to identify and name colours and letters. They become increasingly aware of the passing of time through discussion about what they have done in the past and what they will do in the future. The childminder provides a good role model, respecting children's opinions. Consequently, children are extremely well behaved, polite and display good manners. Children take part in a weekly music group where they meet with other children. Their enjoyment of music continues at the childminder's when they enthusiastically dance to recorded music.

The childminder clearly displays useful information for parents. They provide good information on children's likes, dislikes and starting points. The childminder then keeps an ongoing record of their time with her which is then shared with parents. Based on these regular observations and discussions she plans interesting activities and opportunities to access appropriate resources to promote their development. Children's health and welfare is well supported. The childminder liaises with parents to ensure children are provided with a range of food and drinks that are suitable for their needs. The childminder ensures that her home is kept clean and good hygiene procedures are followed. As children get older they are encouraged to start to take a more active role in their own personal care to ensure their good health is supported; they know they must wash their hands after using the toilet. Children learn about safety in the home when they practice the evacuation plan and they develop an awareness of road safety when they walk around the locality.

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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met