

Inspection report for early years provision

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Inspection date	08/02/2010
Inspector	Valerie Fane
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 2002. She lives with her husband and children aged 16 and 13 years in Banbury. The whole of the ground floor is used for childminding. Accessibility to the premises is up one step to the rear of the building. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has two cats and a hamster.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage (EYFS), one who attends full-time and one who attends on a part-time basis. The childminder also offers care to children aged over five years to 11 years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She 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 are very settled with the childminder and develop a strong relationship with her. Their individual needs are met well because she works in close partnership with their parents so that she has a good understanding of their family background. Children make good progress because the childminder observes and assesses their development carefully and plans play opportunities that will support their next steps in learning. The childminder's good practice is underpinned by an effective set of written policies and procedures and she obtains almost all recommended information and consents from parents before she begins minding. She is committed to making ongoing improvements to her provision and she has begun to use a formal self-evaluation document to identify future areas for development.

What steps need to be taken to improve provision further?

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

- obtain written parental permission for children to take part in outings
- improve the systems for the organisation of the childminding by developing the use of self-evaluation to support ongoing improvements.

The effectiveness of leadership and management of the early years provision

Children are protected because the childminder has a robust knowledge of safeguarding. She is fully aware of the possible signs of abuse and she effectively

follows the correct procedures if she has concerns about a child in her care. She has attended recent training to ensure that she keeps her knowledge up to date in this area. Children receive care in a home that is safe and secure and they are supervised well at all times. The childminder conducts regular risk assessments of the premises and for any outings. She has developed her policies and procedures since the last inspection so that they are now comprehensive and these underpin her good practice.

Children benefit from the childminder's vision and commitment to improve her practice. She has attended various courses since the last inspection, including workshops relating to the Early Years Foundation Stage and training to help her to support children with special educational needs and/or disabilities. She is now working towards a relevant early years qualification and part of her future plans includes completion of this qualification. She has begun to complete a formal self-evaluation document and she plans to use this more effectively in the future to identify areas for development. Children use a good range of appropriate resources both indoors and outside and these include ones that support their understanding of our wider society.

Children enjoy good continuity of care because the childminder works very closely with their parents or carers to make sure that she is fully aware of their individual circumstances. She finds out about their cultural background and any religious or dietary requirements and takes account of these when she is planning her provision. She obtains all required information from parents before she begins minding but she does not obtain the recommended written consent to take children on outings. Children are able to continue their learning at home because the childminder talks to their parents each night about what they have been doing that day and they know that they can see children's formal observations at any time. Children who attend other Early Years Foundation Stage provisions benefit from good partnership working because the childminder shares both planning and children's individual learning with staff at the pre-school they attend to give her an overall picture of their progress and development. The childminder is not currently minding young children with special educational needs and/or disabilities but she fully understands the importance of using information provided by outside agencies to support such children's learning.

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

Children settle very well with the childminder and develop a good relationship with her so that they are secure in her care. They make good progress because the childminder has a secure understanding of the six areas of learning and observes and assesses children's progress regularly so that she is aware of their learning priorities. She then takes account of these when she is planning future activities. She plans monthly activities around a particular theme and these are related to children's particular interests such as transport. The activities also support children's development of skills for the future.

Young babies settle well and sleep and eat according to their individual needs.

Older babies enjoy interesting play opportunities that extend their learning effectively. For example, they have fun in the ball pit, learn to climb the slide or develop early imaginative play as they pretend to feed the doll a bottle. The childminder encourages them to explore paint and glue and as they gain confidence they practise mark-making skills with a paintbrush, trying to copy older children's painting activities. They explore the texture of a wide range of different materials, such as shaving foam and sawdust.

Children of pre-school age develop very good self-help skills because they learn to use tools such, as knives safely to cut up their own fruit at lunchtime or to help the childminder to prepare the vegetables for a casserole. They make Valentine's Day gifts for their parents. They choose to make a pumpkin from a kit. They follow the template and decide which shapes and colours they need. They use good descriptive and mathematical language in their play, saying that they are looking for 'two googly eyes' for their pumpkin. They use the glue tube confidently to stick the pieces on their pumpkin and then decide to turn the pumpkin into a Valentine's Day card. The childminder follows children's leading and encourages them to develop their own ideas so they decide to decorate the edge of the card with pretty beads that they choose from the interesting selection that she provides.

Children behave very well for the childminder because she sets clear boundaries. If children have particular behaviour issues she agrees strategies with their parents to manage their behaviour effectively. Children learn about other cultures and diversity because they see relevant posters in the childminder's house and they use toys such as dolls and books that reflect different cultures. Children's home culture is celebrated by the childminder because she encourages parents to bring in food from home, such as samosas and sweets for Diwali, to celebrate their special festivals with all of the minded children. They all learn about cultures other than their own because they celebrate other festivals. For example, they make special hats for Chinese New Year.

Children develop a good awareness of healthy lifestyles. They eat nutritious food provided by the childminder and she takes account of their individual dietary needs when providing food. They have main meals, such as casserole with potatoes, carrots and cabbage or spaghetti bolognaise. In the summer they enjoy helping to grow vegetables in the childminder's garden. They have regular fresh air and exercise because they use the garden in better weather and they go to the park on most days after school to use the large play equipment or play games of football. They enjoy regular outdoor activities such as nature walks to a local brook or a trip to feed the ducks.

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

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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