

Inspection report for early years provision

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Inspection date	10/11/2009
Inspector	Janet Maria Moutter
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2009. She lives in Bicester with her husband and four children aged 10, six, three and a two year old. The whole ground floor of the childminder's house is used for childminding, together with two first floor bedrooms for sleeping. Access to the provision includes a step to the front door. There is a fully enclosed garden available for outdoor play. The family has a cat.

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 three children under eight at any one time. She is registered on the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register. There are two children currently on roll, one child on the Early Years Register and one on the Childcare Register.

The childminder is a member of the National Childminding Association. She holds a NNEB qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and caring environment for children and their parents. She liaises with the parents to ensure consistency and that the children's welfare is well-maintained. The childminder has an understanding of, and at times liaises with, other providers of the Early Years Foundation Stage (EYFS), thereby ensuring inclusion for all children. There are some systems in place to evaluate the provision and most appropriate plans for development are in place. The childminder shows a strong commitment to improving

What steps need to be taken to improve provision further?

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

- monitor the effectiveness of the fire evacuation plan, to encourage children to learn how to keep themselves safe in the event of a fire

The effectiveness of leadership and management of the early years provision

The childminder understands the importance of safeguarding the well-being of children in her care and is aware of the indicators of child abuse and the local safeguarding board guidelines for reporting concerns. She has taken steps to identify and minimise all obvious safety hazards within her home, and on all types of outings to promote the safety of children. She maintains all records, policies and procedures required for safe and efficient management of the provision, and to ensure children needs are met.

The childminder evaluates her practice with children, and identifies areas within it to enhance. She recognises that developing her skills and knowledge has a positive impact upon the children in her care. The partnerships both with parents and others, such as the local nursery and school are well maintained. Parent's views are sort and they report that the parents are happy with the care that she provides. The childminder has included parent's and children's views to ensure they are listened to and considered, for example with the house rules.

The childminder provides a service that is inclusive for all children. They are well supported because their individual needs are known and met effectively. Children learn about diversity within society as the childminder discusses different faiths and cultures with them, and has some books to help support their understanding.

Play resources are clean and safe. They are stored on open units to enable all children to help themselves and so promote independence. The environment is pleasant, and conducive to children's learning. There is ample space available to enable children to investigate the play materials in comfort and safety.

Children receive appropriate and consistent care because the childminder establishes effective partnerships with parents. She ensures all relevant information is obtained at the start of an arrangement to contribute towards a smooth settling in period. The childminder gives a verbal feedback each day to share with parents and keep them informed about how their child has spent the day. In addition, the childminder discusses children's progress with parents, and gives them ideas about how they can support their child's learning at home.

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

Children enjoy the play opportunities they have with the childminder. She provides stimulating and fun activities because she has a good understanding of what each child needs to motivate and interest them to ensure they make good progress in their learning and development. She observes the children at play and assesses their achievements. The assessment system of visual observations, enables the childminder to evaluate and discuss with parents their child's achievements and meet their individual learning needs. The childminder plans age appropriate activities for the children, taking account all of the six areas of learning. The children also benefit from the support of the older children and this interaction and family environment helps to develop skills for life.

Each learning area is generally well promoted. Children have access to information and communication technology or programmable toys to contribute sufficiently towards their skills for the future. Regular trips to the library ensure children develop an enjoyment of books. Back indoors, they sit on the floor and happily look at them, and begin to learn that print carries meaning. Many opportunities are provided for children to draw. This helps develop their creativity and pre-writing skills. The children enjoy each other's company and chat to each other all the way to nursery school. Children are active learners, they show curiosity with a new

piece of equipment. They exhibit excitement when a favourite activity is set out. For example, the Lego building bricks are currently being thoroughly enjoyed. They also show determination to complete a task, such as finishing a structure.

Children are developing a good understanding of healthy lifestyles. Eating plenty of fresh fruit and physical exercise in the open air is promoted. Children are begin to learn how to keep themselves safe from danger. For example, learning how to cross roads with their cycles. They also know that when travelling in the childminder's car, they have to wear appropriate safety restraints. However, the children have not taken part in an evacuation drill in the setting, therefore, the childminder is not encouraging the children to fully learn how the keep themselves safe.

Children demonstrate that they feel secure and safe in the childminder's care as they become absorbed in their play, and sing to themselves. They also smile and laugh with the childminder and confidently approach her to express their needs. The childminder gives warm praise and encouragement to the children, which further contributes towards their good self-esteem and confidence.

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	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	3
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