

Inspection report for early years provision

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Inspection date	07/07/2010
Inspector	Margaret Davie
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 1994. She lives with her husband and adult son in Thame, Oxfordshire. She uses the ground floor of her home for childminding and there is a secure garden for outdoor play. The childminder is prepared to take and collect children from local schools and pre-schools.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom three may be in the early years age group. She currently cares for four children in the early years age group and two older children for a variety of sessions.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder knows children well and provides a varied and stimulating range of activities which helps them make good progress in their learning and development. She works in close partnership with parents and other settings they attend to meet their needs, and promote consistency in their care. Well organised documentation supports children's welfare; however, some records are not maintained with regard to confidentiality. She evaluates her provision accurately and takes effective steps to promote 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 recording of assessments to ensure this information remains confidential
- encourage children to wash their hands before eating to reinforce their understanding of how hygiene supports good health.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a high level of commitment to safeguarding children. She has a good understanding of the signs and symptoms of abuse and is clear about what to do if she ever has a concern about a child's welfare. All adults in her household have been vetted to ensure they are suitable to be in contact with children. Her premises are regularly checked to make sure children are safe and secure and she conducts risk assessments for all outings to promote their safety. Children are taught about how to keep themselves safe, for example by practising regular fire drills.

The childminder organises her home well to promote children's independence and

encourages them to make their own choices as they play. Good quality, age appropriate toys are easy for them to reach and they have free access to the secure garden. A wide variety of resources ensures children take part in activities which promote their development in all areas of learning. For example, they are able to explore the range of books, puzzles, games, art and craft materials as well as outdoor equipment which supports their physical development. The childminder has a good understanding of her important role in promoting equality and diversity. She keeps a close eye on children's achievements to make sure they are all making the expected progress. Children are provided with regular access to resources and activities which help them learn about the wider world and diversity. For example, they cooked Chinese noodles and experimented with hand painting to celebrate Holi.

Good relationships with parents effectively support children's learning and development. Parents receive daily feedback, both verbal and written, to ensure they are fully aware of their child's time spent with the childminder. She obtains information from parents about children's starting points and individual needs during their settling in sessions. She encourages parents to look at her observations to inform themselves about their child's achievements, however, her assessment records contain information about all the children cared for in her setting. As a result, this information is not restricted to children's own parents. She communicates regularly with other early years providers such as the local pre-school and as a result contributes well to consistency in children's care. The childminder has addressed the recommendations made at her last inspection, and completed a detailed self-assessment, taking the views of parents and children into account. She attends regular training and is committed to continually improving her setting.

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

The childminder has implemented observation and assessment systems in order to track children's progress, and uses this information effectively to plan for their future learning. She plans activities for each child, taking account of their starting points and capabilities. As a result, children find activities fun and interesting and they make good progress toward the early learning goals. This prepares them well for their future education. Children develop their numeracy skills as they thread the large buttons onto laces, counting as they go. During this activity the childminder encourages them to name the various shapes of the buttons, and then extends their learning as she asks them to think about whether putting two laces together would make the lace longer or shorter. As they play another game, children's learning is reinforced as she encourages them to see if there are four markers in a row, and to decide if they are in a straight or diagonal line. Children sit happily on the childminder's lap as she sings action nursery songs with them, thereby developing their physical, creative and language skills. Children learn about the natural world as they visit the local nature reserve and take the bus to Tiddleywinks, a nearby hedgehog hospital. They have opportunities to grow tomatoes, herbs and strawberries in the childminder's garden, thereby gaining an understanding of how to care for living things. They socialise with other children at

a weekly toddler group and enjoy reading sessions at the library.

Children are happy and well settled in the childminder's home. She knows them very well and is attentive to their individual needs. She follows their interests as they play, and gives them lots of free choice. For example, children decide for themselves when they are going to have their morning snack. The childminder promotes their learning as she assists them to move the hands on the toy clock to the time they have decided. Children's understanding of how to keep themselves safe is reinforced as they are taught about acceptable boundaries of behaviour and practise road safety on outings. They are encouraged to follow appropriate hygiene routines and are provided with individual hand towels. However, they occasionally play with the toys again for an extended period after washing their hands, before eating. As a result, their understanding of how to minimise the spread of germs is not promoted as well as it could be. Children are provided with a well balanced diet and are offered regular drinks to keep well hydrated. They enjoy lots of fresh air and exercise on a daily basis, playing in the garden or visiting local parks.

Children behave well and demonstrate that they feel confident in the childminder's care. They listen carefully when she speaks to them and show good levels of concentration and perseverance as they play with the toys. The childminder boosts their confidence and self-esteem as she gives them lots of positive praise and encouragement. Children are treated with kindness and respect and obviously enjoy being in her company, laughing with delight as they continually prevent her from getting her markers in a row, during a game.

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