

Inspection report for early years provision

Unique reference number	EY407019
Inspection date	21/10/2010
Inspector	Jan Leo

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 2010. She lives with her husband and two children, aged eight and five years, in the Marston area of Oxford, close to the city centre. The home is within easy travelling distance of local schools, nurseries and parks. Childminding takes place on the ground floor of the home and there is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of 5 children under eight years at any one time, three of whom may be in the early years age range. The childminder currently looks after six children on a part time basis and of these, three are in the early years age range.

The family has a pet cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder forms strong bonds with the children in order to build their confidence and help them make good progress. She follows a high standard of health and safety to preserve children's wellbeing and applies consistent expectations to ensure good behaviour. The childminder generally offers a very effective service in practice but some of her systems and paperwork are not used to full advantage. As a result, whilst relationships with parents and other carers are developing, there is not yet a complete partnership of care. Equality and diversity are routinely promoted and the childminder is beginning to broaden her programme to increase children's acceptance of others. The childminder successfully identifies areas for improvement and is eager to develop her service further.

What steps need to be taken to improve provision further?

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

- include more details in children's learning and development records to show their rate of progress and help when planning for their next steps
- develop partnerships with parents and carers to create a useful two way flow of information to help adults remain involved in children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a very secure understanding of child protection procedures and her responsibility to safeguard children from harm. She supervises children closely to keep play safe and conducts comprehensive risk assessments for all aspects of the provision. Children learn about road safety and practice emergency evacuation to develop their understanding of safety and learn good habits for later life.

The childminder organises her time well within the daily routine, focusing on the children to help them develop and learn while having fun. She rotates resource boxes to keep children stimulated and positions toys on the floor, encouraging children's independence and confidence.

The childminder has years of experience of large families and people with special educational needs and disabilities. In practice, she supports children very effectively but some of the documents used to support her learning programme lack the detail needed to be of full value. All of the required paperwork is in place and easy to follow to ensure parents fully understand the service on offer. The childminder provides communication books to help parents learn more about the day and they have opportunities for verbal feedback when they drop off and collect. However, parents do not routinely see the activity planning to gain prior knowledge of planned activities and feel involved in their children's development, and there is no clear record of their children's rate of progress. Links with children's other careers are developing slowly but, to date information exchange is limited and does not include what children do when with the childminder.

The childminder successfully recognises the difficulties of working alone with children and endeavours to keep up to date via resources such as the Childminding Network and the internet. She is eager to improve her service and actively seeks out training to develop her skills further.

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

The children play confidently and happily throughout the day. The childminder sits on the floor to join in and support children's development, linking learning appropriately to ensure children make good progress. For example, she talks about the colour of shapes seen in a book and the colour of creatures when hunting for bugs in the leaf tray. The childminder hisses to teach a toddler about the noise a snake makes and the child copies, demonstrating early language development.

The environment is homely and relaxing with nursery rhymes playing softly to make children feel welcome. The childminder remains calm and cheerful throughout the day, always attentive and offering encouragement to develop confidence. As a result, the children feel very comfortable and safe in her care.

The children have free access to a very appropriate range of resources and develop games competently to remain well occupied. For example, some build a tower using stacking cups and grin as they knock it down, showing pleasure in their achievement. They repeat the action at will, developing control over their movements. Some push a toy pushchair around, steering successfully around the furniture to show their co-ordination and problem solving skills. The childminder talks to the children as they play in order to help them make sense of things and feel included. She helps children learn to share by waiting for their turn on the trampoline and playing board games together. The children receive praise for their efforts and consequently they are happy to show off their skills. They follow simple house rules and know what the childminder expects. As a result, the children behave well and are developing concern and consideration for their peers.

The childminder observes what children do and records their progress to help plan for their next steps. The progress records are not dated however to create a clear record of children's rate of progress. The childminder plans a variety of interesting activities both on and off site and she adapts each to suit the age and stage of development of the children who attend. All children have an opportunity to join in and the childminder is preparing to extend her programme to include festivals and celebrations of different faiths in order to develop children's understanding and acceptance of diversity.

All learning is through play and the childminder makes it fun to ensure the children enjoy attending. She keeps plans flexible to allow children to follow unexpected interests and, as a result, the children remain productively occupied and make good progress.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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	3

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

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