

Inspection report for early years provision

Unique reference number	134868
Inspection date	21/02/2011
Inspector	Tracy Bartholomew
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 2001. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two grown up children. The family lives in the village of Bloxham, a few miles outside of Banbury in North Oxfordshire. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed rear garden available for the children's outside play. The childminder's home is within walking distance of local shops, park, pre-school and school.

The childminder is currently registered to care for six children at any one time, and is currently caring for four children within the early years age range. Children attend on a full and part-time basis. The family pet is a cat

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals. They have formed strong relationships with their peers and the childminder, which as a result ensures that they feel secure and thrive within their learning and development. The childminders practice promotes the individual abilities of all children attending. Partnerships with parents are well established and make a strong contribution to children's achievement and well-being overall. A effective self-evaluation is in place and highlights areas for future development. As a result there is a clear capacity for ongoing improvement and outcomes for children are good.

What steps need to be taken to improve provision further?

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

- consider how children's learning and development can be shared with all other early years provision they may attend
- further develop records of children's development and cover all areas of learning equally in order to provide a clear picture of progress to share with parents

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, regularly reviewed, carefully managed, and fully understood by the childminder. She has accurate documentation in place for identifying any child at risk of harm and liaising with the appropriate child agencies. The environment in which children are cared for is safe and supportive, with good risk assessments in place. Children are taught to be

safety conscious without being fearful and they show a strong understanding of how to keep themselves safe.

The childminder appropriately and actively promotes equality and diversity through her toys and resources and planning. All children are treated with equal concern and the development of the majority of children in relation to their starting points is good. Resources are very well deployed and fully support the children within the six areas of learning. The home is conducive to learning, safe and well cared for. The childminder is skilful to adapt the accommodation to fit the purpose of children's play, for example creating more space for the extension of the train track. Children achieve well or their development is good as a result of the setting they are in. The childminder is taking appropriate steps to ensure resources and the home is sustainable.

Self-evaluation is competent and strong, as the strengths and weaknesses of the early years provision have been greatly improved, the childminder has accurately update her documentation and practices since her last inspection which as a result has systematically improved her practise and the outcomes for children. The childminder regularly seeks the views of the children's parents to enhance her practice. The childminder cares for children who attend other early years settings, this is a fairly new arrangement and therefore partnership is in it infancy, the childminder is promote this partnership to ensure a two-way flow of information is shared about children's well-being and learning and development. The childminder has good relationships with the parents. She communicates with parents verbally every day and provides parents with a diary book to support the verbal communications with written information. This enables parents to refer to the information within their home environments.

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

Children are happy, settled and confident in the childminder's care. They benefit from a homely environment where they feel relaxed and at ease. Children develop a sense of belonging as their construction is displayed and on view for other to see which values their contributions. Children initiate their own play and ideas as they can access the resources independently to make choices. Children develop understanding of behaviour expectations through discussions about the house rules, such as, using good manners. Outings to the local community and parks enable children to extend their social skills outside of the home in the community. As a result, children extend their personal, social and emotional development.

The childminder demonstrates a good understanding of the individual needs of the children, for example, their likes and interests. Parents complete written information about their children and their wishes, this is keep within their individual profiles and built upon throughout their time with her. The childminder has established systems of observation and assessment and supports records of observation with photographic evidence. She identifies children's next steps well, however parents are not as of yet encourage to include their own observations.

Different activities and equipment promote children's large and small physical skills. Children use their small physical skills to build air craft and shuttles from small construction, their imagination is very well supported by the childminder as they reenact battles and flights throughout the air. Creativeness is stimulating and promoted in all activities. A good range of physical play equipment is available in the garden and these support the different ages and stages of development. Outings to the park enable children to challenge their physical abilities further with larger play equipment.

Children enjoy the good quality toys and activities provided by this childminder. They move around freely, making their own decisions about what to do and concentrating well owing to enjoyment, such as when using simple technology toys, developing useful skills for their future lives as they do so. The childminder supports their play well, asking suitable questions to make children think, such as how to complete a railway track and overcome obstacles such as interlinking the pieces accordingly. They discuss activities together, chat about children's home lives and recall special days and recent events such as cooking and making their own pizzas. The childminder speaks clearly to children, which helps them develop their language and conversation skills. The childminder is committed to healthy eating, she encourages parents to supply nutritious lunches and drinks which children can enjoy together socially at the table.

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	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	3
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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