

Inspection report for early years provision

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Inspection date	12/05/2011
Inspector	Christine Armstrong
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 has been registered since 1998. She lives with husband and adult son in a village near Banbury. The whole of the ground floor and one upstairs bedroom and toilet is used for childminding purposes. There is a fully enclosed rear garden for children's outdoor play. There are local shops and schools within easy walking distance. The family has a pet cat.

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, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the childminder's care. Their learning outcomes are satisfactory and improving. The childminder makes good use of resources and is clearly motivated to improve the use of observational assessments to identify children's individual next steps in learning. Partnerships with parents are very positive and contribute towards continuity in children's care and learning. All the required policies and procedures are in place and mostly effective in practice in order to promote and protect children's welfare and safety.

What steps need to be taken to improve provision further?

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

- make consistent use of observations and assessments to identify children's next steps in all areas of learning in order to support children to make as much progress as they can
- minimise all risks to children by including all things that children come into contact with on the risk assessment and ensure safety daily checks are effectively completed.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded because the childminder's practice is underpinned by a clear set of policies and procedures which are shared with parents. Appropriate safeguarding policies and procedures demonstrate the sound understanding the childminder has of her role and responsibilities with regard to child protection. Household members are known to Ofsted and appropriate checks

have been undertaken. Suitable hygiene procedures minimise cross-infection so that children's health is protected. In general the risk assessment identifies and minimises hazards in and outside the home which helps to ensure children are kept safe. However, small stones in the garden are not included in the risk assessment and daily checks do not always ensure hanging blind cords are out of reach of children. This does not ensure all potential hazards are fully minimised.

The childminder is striving to provide a service that is inclusive for all children and their families. She is clearly committed to developing her knowledge and understanding of the Early Years Foundation Stage which is helping her to identify and meet children's individual needs. Parents report that daily verbal exchanges provide good opportunities for them to exchange information about their child's care and learning. They are kept well informed about the childminder's service through written policies and they have good opportunities to share their views about the provision. Good use is made of local amenities to support children's learning experiences in and outdoors. Resources are organised effectively to enable children to make choices and initiate their own play. They include resources that support their awareness of diversity and similarities and differences in themselves and others. The childminder does not currently care for children who have special educational needs and/or disabilities. However, she understands the importance of working closely with other early years professionals to support such children.

The childminder is developing monitoring and evaluation processes which support her capacity to maintain continuous improvements. She is committed to improving learning outcomes for children. She has recently developed her knowledge of observational assessment processes and intends to continue to improve this area. She has completed the Ofsted self-evaluation form. This is helping her to identify strengths of her service and recognise areas for improvement, for example, improving opportunities to support children's problem solving and numeracy skills. The childminder has met the recommendation made at the last inspection which has improved children's health and safety.

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

Children are supported to make satisfactory progress in their learning and development. The childminder observes their development sufficiently well in order for her to plan suitable activities and experiences to progress their development. However, she does not yet make consistent use of observations and assessments to identify children's next steps in all areas of learning. This limits her ability to support children to make as much progress as they can.

Children are suitably supported to develop their skills for the future. They enjoy making regular trips to the local library to choose books. There is an inviting book area in the childminder's home where children enjoy looking at books and listening to stories. This supports children's interest in books, extends their vocabulary and

helps them to recognise that print carries meaning. The childminder sings songs with children and she listens and talks to them while they play which also support their communication skills. Children learn how to operate and explore a range of simple technology toys. They have some opportunities to use a computer and complete software programmes which also support simple problem solving skills. Children develop awareness of shape, measure and size as they complete jigsaws and mould with play dough. Their interest in number is supported through singing songs and counting activities. Children are developing their independence skills because the environment is organised to enable them to initiate their own play. This encourages them to become active learners.

Children benefit from developing positive relationships with the childminder and other children who attend the setting. Their social experiences are further extended as they go shopping in the local community and attend sessions at local childcare venues. The childminder encourages appropriate behaviour through clear and consistent boundaries which children respond well to. She uses praise and encouragement to recognise children's achievements which supports their self-esteem. Children take part in activities that help them to take turns and share, which also helps them to consider the needs of other. Positive images of diversity in the childminder's home are contributing to helping them to recognise similarities and differences in themselves and others.

Children are benefiting from the increasing opportunities they have to develop their imaginative play. The childminder provides role play resources, including hairdressers and doctors, which help to inspire children's imagination and helps them to make sense of their own experiences. She joins in with their imaginative play and offers suggestions which helps to extend their play. Children are suitably supported to develop their awareness of healthy lifestyles. They are beginning to learn how to protect themselves in an emergency because the childminder provides opportunities for them to practise the evacuation procedures. They are able to move freely into the childminder's garden. This enables them to become active, enjoy fresh air and enjoy the nature around them, including small creatures and family pets.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
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	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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