

Inspection report for early years provision

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Inspection date	16/06/2011
Inspector	Sheena Bankier
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 has been registered since 1997. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for six children under eight, of which, three may be in the early years age group at any one time. There are currently five children on roll in the early years age group, who attend on a part-time basis.

The childminder lives with her husband and three older aged children in Didcot, Oxfordshire. The ground floor is mainly used for childminding with access to the first floor for sleeping purposes. There is an enclosed garden for outdoor play. The home is accessible at street level. The family have a pet rabbit.

Local facilities are within walking distance, such as, parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a wide range of resources, activities and outings. The childminder tailors these to meet children's individual needs extensively and significantly promotes their progress. The organisation of the childminder's service is mainly thorough. Good self-evaluation underpins active driving of improvements. Excellent communication is in place with parents. The childminder works effectively with other settings children attend.

What steps need to be taken to improve provision further?

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

- review and plan space to encourage free movement and review the organisation of toys to support children's accessibility further.

The effectiveness of leadership and management of the early years provision

The childminder has an effective policy and procedure to promote the safeguarding of children. She has undertaken training, which increases her knowledge and understanding of safeguarding issues. The childminder carries out good risk assessments for her premises and outings. She provides vigilant supervision to minimise any potential risks to children, such as, removing toys that are not suitable for babies to pull themselves up on. Children develop a secure understanding of safety, such as, through outings to the fire station and practising

road safety.

Training supports the childminder in successfully reviewing and reflecting her practice. She works closely with parents and welcomes their feedback in respect of the service she provides, for example, through using questionnaires. The childminder has an in-depth knowledge of children as individuals, such as, their interests. She incorporates this information purposefully to evaluate her service effectively. As a result, she drives improvement strongly and maintains good continuous improvement.

The childminder values children as individuals and celebrates their individuality positively. Resources and activities promote children's understanding of the diverse society effectively. There are plentiful resources for children and the childminder maintains these in good, clean condition. At times, the arrangement of resources and storage boxes can reduce the play space available for children. The childminder accesses a wide range of local facilities, which she utilises creatively. As a result, she promotes children's learning and development purposefully. Proactive partnerships with parents provide children with exceptionally consistent care and learning outcomes. The childminder exchanges information with parents very successfully, such as, children's progress records and through daily diaries. The childminder has good communication with other settings. This enables her to complement children's learning and development effectively.

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

Children are exceptionally content and happy in the care of the childminder. They benefit from warm good relationships with the childminder and form good relationships with the other children. Children develop a sound awareness of safety through gentle reminders from the childminder, such as, 'to be careful' or 'to mind their fingers'. Children increase their confidence and social skills with a wider group of adults and children through regular attendance at toddler groups. The childminder provides warm positive praise and encouragement that increases children's self-esteem and confidence. The childminder promotes children's good understanding of behaviour expectations, for example, turn taking and sharing through discussions with the children.

Children benefit from a wide range of physical activity and regularly use the garden and visit different outdoor spaces. Visits to the arboretum provide excellent learning experiences, such as, finding and counting natural materials. Children enjoy growing fruit and vegetables. This underpins their understanding of where food comes from, and enables them to try food they have planted from seed and cared for. The childminder has a healthy eating policy and parents provide their children's meals and snacks in accordance to this. Children have easy access to drinks and the childminder regularly offers younger children drinks as she actively recognises their needs. This ensures children remain hydrated through the day. Hygiene routines are effective with regular hand washing routines for children.

Planning to meet children's learning and development needs and progress is highly individualised and meticulous. Children's records of progress significantly track children's progress, enabling the childminder to identify children's needs for further support or challenge. The childminder supports children's learning and development excellently. She is highly involved in children's care and learning. Through this, she provides purposeful interaction and stimulation. Children's thinking skills are stimulated through open questions and discussions. Children learn effectively through play, such as, counting, colours and letters. Everyday routines and experiences are purposefully utilised, for example, counting fingers as children wash their hands and observing the growing plants differences and similarities. The childminder considers children's interests and uses these meaningfully to effectively plan for children's learning in relation to these. This enables children to make excellent progress in their development and develop significant skills for the future.

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	2
The effectiveness of the setting's engagement with parents and carers	1

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	1
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	1

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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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