

## Inspection report for early years provision

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<b>Unique reference number</b>	134222
<b>Inspection date</b>	06/07/2011
<b>Inspector</b>	Anglea Cole

<b>Type of setting</b>	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 was registered in 2000. She lives with her husband and three children aged eight, 10 and 12 years old in the village of Chinnor in Oxfordshire. The whole house is registered for childminding and children play on the ground floor and in the enclosed rear garden. The family has a rabbit as a pet.

The childminder is registered on the Early Years Register and also makes provision for children older than the early years age group, as she is also registered on the compulsory and voluntary parts of the Childcare Register. She offers childcare before, during and after school and in school holidays. She is registered to care for six children at any one time, including three in the early years age group. There are currently three children on roll aged from two to four years. The childminder also cares for children older than the early years age group and children over eight years of age.

The house is within easy walking distance of shops, parks, field, woods and a library, and the childminder takes and collects children to and from a pre-school and a primary school. The childminder is a member of the National Childminding Association and of a local childminder support group. She holds a level 3 equivalent qualification from the National Nursery Examination Board.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children make good progress in their learning and are actively developing skills for the future. They are happy and contented in the enthusiastic childminder's care, displaying a strong sense of belonging. Children's welfare is promoted as the childminder ensures that most health and safety arrangements are effectively implemented. Overall, the childminder's good partnerships with parents and other professionals involved in children's care mean that relevant information is shared and children are effectively supported. Careful reflection ensures that plans are well targeted to bring about further improvement to her provision and outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- carry out regular evacuation drills to consider any problems encountered and how these were resolved
- enhance children's good progress towards the early learning goals by obtaining more information from new parents about the children's learning in all areas.

## **The effectiveness of leadership and management of the early years provision**

The childminder is well organised. She has a clear understanding of safeguarding issues, so she is able to recognise potential indicators of abuse. There are effective arrangements in place to ensure that she is able to respond if any child is at risk. Overall, her detailed policies and procedures reflect her practice and are well implemented so that children are kept safe and their welfare is actively promoted. However, though older children read through the evacuation procedures, children do not regularly practise emergency drills to enhance their understanding of how to keep themselves safe. The detailed risk assessment programme to which children contribute in daily checks clearly identifies potential hazards and the strategies in place to address these. Both adults living on the premises are vetted and arrangements for supervising children mean that they are never left alone with people whose suitability has not been checked.

The documentation is of a good quality to foster the smooth running of the provision. All relevant records of parental permissions, administered medication, accidents and children's attendance are well maintained and the certificate of registration is clearly displayed. The vigilant childminder provides an enjoyable environment for children where equality and diversity are effectively promoted. Quality resources are readily accessible to all children who are well supported to take part in activities of their own choosing. There is open space indoors for children to move around freely and they access the garden as they choose. There is a clear emphasis on meeting children's individual needs. For example, the childminder obtains much general information about the children from new families and works closely with parents to develop joint strategies for the children's care, including regular visits to toddler and music groups. They share two-way daily dairies and the children's learning records are always available to support a consistent approach. The childminder has good systems to liaise with other early years providers so children receive continuous care and consistent learning support.

The childminder works hard to identify areas for improvement and to address these effectively. Recommendations set at the last inspection have been fully addressed, resulting in a significant improvement in the quality of the provision regarding children's medical care and information for parents. Parents' views and children's preferences are given high regard so that the childminder's service is inclusive. She has conscientiously acted upon information from her local authority regarding assessment and planning to improve outcomes for children. Evaluation of her service is ongoing and she plans to update her skills through continued professional development and to extend her technology resources to support children's learning.

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

Children make good progress towards each of the early learning goals. This is because of the childminder constantly being with the children and her in-depth knowledge of the Early Years Foundation Stage. Children enjoy activities and experiences which meet their needs, engage them well and successfully encourage the development of skills for the future. The childminder's accurate observations mean that children's progress is effectively assessed and monitored. Planning is fluid to incorporate the children's interests and parents' comments are used to help further plan for children's learning. Children are inquisitive and keen to learn, demonstrating good levels of concentration and pride in their personal achievements. Strong friendships are formed and young children are immediately willing to share toys and take turns with others. For example, they patiently wait until the scooter is available for each to go off to the 'station'.

Activities, including drawing and 'butterfly' painting, help children to mark make in an enjoyable way, while the free-and-easy conversation effectively increases their vocabulary and confidence. Enjoyable tasks, such as counting pictures in books, threading reels and recognising the shapes of foods, promote children's problem solving, reasoning and numeracy skills well. Good use of the outdoor environment offers children frequent opportunities to explore the natural world. For example, children help to grow flowers and herbs and recognise the kite birds flying overhead. They explore nearby woodland and hide shells in sand for others to find. Activities, such as walking in the country, negotiating wheeled toys, balancing and climbing, develop their physical skills well. Children investigate a wide range of materials, mix their own colours and become engrossed in expressing their creativity through taking a variety of roles in well-extended imaginative play. They enjoy taking the lead part in favourite action songs and move spontaneously to music.

Good emphasis is given to promoting children's health, safety and well-being. They talk about the care of teeth and willingly adopt healthy habits, such as hand washing. Children make healthy choices at snack and mealtimes and freely access drinking water in hot weather so they are not thirsty. Children feel safe in the childminder's care and seek her out for reassurance when needed. They have a positive approach to new experiences as well-organised routines help them to feel secure and confident. Children learn how to keep themselves safe as they play. They use a range of tools safely, including table knives for dough play, and take small risks in controlled circumstances, for example, when playing with sticks in rough woodland. Children respond well to the clear boundaries set for them. They are particularly well mannered and their behaviour is consistently good as the childminder has high expectations and sets a clear example herself. They willingly take on responsibility, for example, helping to get items out of picnic boxes and fetching a comfort toy for a younger child. They are frequently supported to make positive choices about their activities as the childminder asks their opinions, takes time to listen to their ideas and develops their interests.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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