

Inspection report for early years provision

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Inspection date	25/07/2011
Inspector	Zahida Hatia
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 was registered in 1993. She lives with her husband and two adult children. The family live in the Southwold area of Bicester, Oxfordshire. The whole of the ground floor of the childminder's home is used for childminding. Children have access to the living room and kitchen, toilet and washing facilities which are located at this level. There is a fully enclosed rear garden available for outside play. The premises are within walking distance of schools, shops and parks. The childminder attends the local carer and toddler group on a regular basis. The family pet is a cat.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under the age of eight years, of whom three may be in the early years age group of which one may be under one years old. She is currently caring for eight children on roll, four of whom are in the early years age group. All of the children attend on a part-time basis. The childminder is a member of Oxfordshire Trio Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and are cared for in a warm, welcoming family home. The childminder works hard to ensure the needs of individual children are well met. Documentation required to promote the safe and effective management of the provision is in place. The childminder gets to know each child well and provides a secure and stimulating environment for them. She promotes children's welfare successfully and implements good safeguarding practices. Systems for observation and assessment are being developed. Partnerships with parents are effective because the childminder provides clear information about the setting and children's daily routines. Relationships with other providers are being developed to share relevant information. The childminder successfully identifies her strengths and areas for improvement through her evaluation processes, and as a result she displays good capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- improve observation and assessment records to consistently identify children's next steps in learning
- improve the systems to consistently share information and children's learning and development records with other practitioners for children who attend more than one setting.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because the childminder has a secure understanding of child protection issues and procedures. She is knowledgeable about the possible signs of abuse and has a clear understanding of what to do in the event of a concern arising. There is a safeguarding policy in place that is shared with parents, that ensures that they are aware of the childminder's responsibilities. The childminder is sufficiently organised and all the required policies and procedures are in place for the efficient management of the setting. She has taken positive steps to minimise potential hazards and keep children safe. For example, comprehensive risk assessments of the premises and for all outings are carried out regularly and the childminder ensures children are appropriately supervised at all times.

The childminder makes good use of resources to stimulate children's learning. Toys, activities and books are easily accessible, outdoor spaces are used well and the childminder has a good grasp of how she can build on resources to further enhance children's experiences. The childminder successfully monitors and evaluates her practice by identifying her strengths and areas she has identified for improvement. The childminder obtains parents' and children's views of her setting through regular discussions and questionnaires. She regularly updates her knowledge and skills by attending training. The childminder demonstrates a good capacity for improvements. The recommendation made at the last inspection has been successfully addressed as she has ensured that all parental permissions to seek emergency medical advice or treatment are in place. This further ensures that children are well protected. The childminder is very enthusiastic about what she does. She regularly networks with other local childminders to exchange ideas and share good practice.

The childminder demonstrates a genuine commitment and a positive attitude towards inclusion. She promotes equality and diversity in a meaningful way to the children through discussion and resources. For example, the children dress up in different costumes, such as saris, and look at other dresses worn by people from other cultures around the world. Children express themselves freely, secure in the knowledge that they will receive a consistent, warm response. The childminder currently has no children attending who have special educational needs and/or disabilities; however, she demonstrates a sensitive approach towards gathering information from parents to ensure that all children are included at the setting.

Close liaison with parents helps the childminder to meet children's individual needs successfully. Parents are well informed about the provision and the care provided. They read the childminder's written policies, which provide a good insight into the way she operates. The childminder ensures that children's individual starting points are recorded. There is a regular two-way flow of information between the childminder and parents. For example, photographs of children's activities and creative work effectively inform parents of their child's daily routines and achievements. This contributes to their involvement in their children's care and

learning. The childminder has established links with other provisions where children attend more than one setting. However, these are not yet consistently developed to ensure that information about children's learning and development is regularly shared.

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

Children are very happy and settled with the childminder and relate well to her as she joins in with their play. Children take part in a wide range of activities and resources are in place to meet the children's needs. These are complemented with visits to the library, toddler groups and parks to provide children with regular opportunities for physical exercise and to socialise with their peers. All activities are linked to the interests of children and their stages of development, while still giving them choice to encourage independence. Individual development records for each child are maintained. These include photographs and examples of their work along with written observations of the children, linked to the six areas of learning. However, observation and assessments do not consistently identify children's next steps in learning.

Children benefit from a balanced range of adult-led and child-initiated activities. They learn to develop communication skills from a young age, because the childminder talks to them, encouraging them to repeat words as part of their play. For example, children repeat the word 'big' when referring to the train carriages and 'help' when they want to sit on the sofa and have their favourite books read to them. As a result, they are able to successfully link words to actions, developing language skills. The childminder extends learning, offering good challenges for the children. For example, young children use the electronic toys pressing different buttons to make sounds or play a musical tune. Children begin to develop an awareness of numbers through activities and songs. For example, the childminder counts the carriages with the children as they push the train along the tracks.

Children's good health is positively promoted by the childminder. They are developing a good awareness of safety and healthy living. For example, children enjoy cooking activities with the childminder helping to make soup and bake bread. They happily ask their parents not to provide packed lunch next day so that they can all have the soup and bread they have helped to make. They learn good hygiene practices during their daily routines, such as hand washing before eating and after nappy changing and toileting. Children enjoy nutritious snacks that are freshly prepared by the childminder and toddlers access their drinks independently. Children are beginning to understand the importance of fresh air and exercise and they have daily access to the outdoors. Children enjoy playing outdoors, using the wheeled toys or digging and planting in the garden. They also learn how to keep themselves safe indoors and outdoors. For example, the childminder talks to children about not leaving trains on the floor in case someone else may trip over them and get hurt.

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	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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