

Inspection report for early years provision

Unique reference number	507090
Inspection date	27/07/2011
Inspector	Jan Leo

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 1992. She lives with her husband and two children, aged 16 and 21 years, on the edge of a residential estate in Bicester. Minded children use only the ground floor of the property and an enclosed rear garden for outdoor activities.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for up to six children under the age of eight years at any one time and of those, three may be in the early years age group. The childminder currently looks after a total of 13 children, including five who are in the early years age group and a number who are over the age of eight years. All children attend on a part time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder forms close bonds with the children and instinctively promotes development very effectively despite having few systems in place to support their learning and development. She makes very good use of resources to inspire participation and help children develop the skills they need for the future. As a result, the children are sociable, confident and behave exceptionally well. The childminder interacts skilfully to include children at their own level and encourage acceptance of diversity. She has well established links with parents and children's other carers, when care is shared, in order to create a true partnership and consolidate children's learning and development effectively. All aspects of health and safety are strong in practice but some hazards are not included in the risk assessment record, as required. The childminder recognises her own strengths and weaknesses, seeking out relevant training to continue her own development and maintain improvement. She continues to trial new systems to support her service showing a strong desire to make further improvements to this already professional and effective setting.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- include all identified hazards in the risk assessment and record when it was completed, by whom, date of review and any action taken following a review or incident 03/08/2011

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

- develop systems to monitor coverage of the education programme, identify and address gaps in children's learning, and set clear aims for children to work towards.

The effectiveness of leadership and management of the early years provision

The childminder fully understands her responsibility to safeguard children from harm and the procedure to follow if concerns arise. She supervises children closely as they play, to remind them of safe practice and teach good habits from an early age. Hazards are successfully identified and addressed in practice to help avoid accidents but some are omitted from the risk assessment, breaching a legal requirement. The childminder has well defined procedures for maintaining children's good health, following all diligently to actively help prevent the spread of infection.

Close bonds develop between all who attend and the children fit in like part of the family, feeling safe and secure with all who are present. The childminder gets to know the children well in order to provide an appropriate range of activities and she adapts resources and games imaginatively to promote inclusion and help children learn to play together in harmony. For example, some begin to play with hoola hoops and beanbags in the garden and the childminder suggests they create "sports day" with races for all to join in. They eagerly compete against each other, understanding why starting positions vary to suit different ages and abilities. All receive a share of the childminder's time and are confident to ask for help if unable to wait for her attention. Despite the number and age range of children present, they all mix and play extremely well together.

The parents value the service highly. They receive copies of policies and essential information, have opportunities to see their children's progress records and share information with the childminder on a daily basis to keep each other up-to-date with children's changing needs and interests. The policies are generally clear and informative. The childminder is well known to children's other carers and regularly shares information to enhance their learning and development and reinforce what children do elsewhere.

Some of the systems for monitoring and planning are still evolving. The childminder recognises her weakness in this area and has attended training to help improve her management of the learning and development programme. She uses childcare publications and websites to keep up-to-date and welcomes ideas from parents and other childcare professionals to help lead improvement. She is dedicated to the children and focused on providing a high quality service.

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

The children confidently chat to the childminder throughout the day and show well developed language skills. Even the very young make noises and point to make their thoughts understood and the children listen to the childminder and respond appropriately at all times. The childminder interacts tirelessly, consistently giving age appropriate explanations to help children understand what they see and know what is expected of them. For example, when one asked another child to blow bubbles into her face the childminder suggested it was not a good idea. She explained how the solution would sting and likened the experience to having shampoo in your eyes when hair is washed. She questioned the children about their experience of such incidents to reinforce the need for care in avoiding eyes, promoting health and safety in a relevant context.

The children choose what to do and freely find toys to occupy themselves both indoors and out. They enjoy outdoor play both on and off site, making use of local parks to play active ball games and develop their climbing skills, and using the garden for slightly less boisterous play, such as parachute games and chalking on the patio. Bubble play is very popular and the children learn how to control their breath, blowing carefully and slowly to avoid the bubbles popping. They excitedly dash about the garden in an attempt to catch them and one suggested there were as many as 280, 182 of them floating about when all the children joined in and blew together. Number work is reinforced routinely as children play, to help them develop an understanding of the concept of quantities and they confident use numbers for their own purpose within their games.

The childminder gets out additional equipment to help maintain children's interest and include any who are not fully engrossed. They take turns to take part in a sack race, show off their hoola hoop skills and crawl on their hands and knees while playing babies. All move well in a number of ways and have good spatial awareness to help them avoid accidents. Some watch to make sure a baby does not tumble down the steps, moving to the side to provide space for the child to turn and come down backwards. The children show a great deal of consideration for others from an early age.

The children visit local activity groups and meet with other childminders to develop their social network and understanding of the wider world. They use interactive and dial operated toys to become familiar with modern technology and produce masterpieces with a variety of media to develop their creative and mark making skills. They routinely cover all areas of learning because the childminder instinctively links learning as they play. However, whilst the provision operates very effectively at present, she has few systems in place to help ensure the content and quality of the learning and development programme continues, and children work towards individual goals to meet their full potential.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met