

Inspection report for early years provision

Unique reference number	133335
Inspection date	20/07/2011
Inspector	Karen Prager

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 1993. She lives with her husband and two adult children in Abingdon in Oxfordshire. The whole of the home is included in the registration, though children spend their time downstairs. There is a fully enclosed garden available for outside play. The childminder works with two assistants on a regular basis. She takes and collects children from the local primary school. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom three may be in the early years age range. When working with an assistant, may care for five children in the early years age range. The childminder currently has 10 children on roll within the early years age range and a number of older children. All children attend on a part-time basis. The childminder holds an appropriate level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress as they take part in interesting and rewarding activities that cover most aspects of their learning and development well. They are happy and settled and most demonstrate a strong sense of belonging within the security of the childminder's home. The childminder provides an inclusive service where each child is valued and their individual needs are known and met. Generally effective arrangements are in place to ensure children's safety and their health. Positive partnerships are in place with parents and others involved in the children's care and education. The childminder continually evaluates the provision and welcomes parents' views.

What steps need to be taken to improve provision further?

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

- develop systems of emergency evacuation so that all children who attend are familiar with the procedures to keep themselves safe
- extend opportunities for children to explore and discover objects, materials and people to increase their knowledge and understanding the world.

The effectiveness of leadership and management of the early years provision

The childminder organises her provision well. Children's safety is effectively promoted as the childminder has a good understanding of procedures to follow to ensure that children are safeguarded. This is supported with written policies and

procedures for liaising with appropriate agencies if she has concerns about a child's well being. All essential records, policies and procedures are in place. Records are well organised and readily available. The certificates of registration and insurance are displayed in the play room for parents and visitors to see. As well as this, parents receive comprehensive information when their children start attending, which includes details about how to make a complaint. Written risk assessments, and a policy to show the procedures which would be followed if a child became lost, have been put in place since the previous inspection. This reduces risks and enhances children's safety when in the childminder's care. In addition, evacuation drills are carried out, although not all children practice these regularly, which means that some children may not be familiar with the emergency procedure should the need arise. The childminder ensures that she maintains a current first aid qualification and has recently completed a safeguarding children course. The childminder regularly reflects on her practice and takes well-chosen steps to improve the provision for children. She values on-going training and regularly meets with local childminders to ensure her knowledge of childcare practices continues to develop. Practice is adapted in light of her new understanding. For example, following a course on sign language, the childminder has incorporated signing with the younger children to support their developing communication.

The childminder provides a safe and well cared for environment, where resources are easily accessible, enabling children to make choices about their activities. Children are making good progress in relation to their starting points and parents are pleased with the progress their children are making. The childminder provides a generally good range of resources and activities across all six areas of learning. Some resources and activities are provided to develop children's understanding of the wider world, through different books, plants and water activities, for example, though this area of learning is less well developed. Flexible daily routines are planned, providing a well-balanced day so that children enjoy a good range of experiences both in the home and the local community. Comprehensive written policies and procedures underpin the childminder's good practice and she is implementing the Early Years Foundation Stage framework effectively.

The childminder promotes equality and diversity well, recognising children's differing backgrounds and providing appropriately for their particular needs. Good working relationships between the childminder and parents ensure children's individual needs are identified and well met. Parents are encouraged to share what they know about their children's development and are kept fully informed of their daily care. For example, each child has photographic evidence of their time spent with the childminder included in their individual diary, which the childminder shares with parents. However, strategies to fully involve parents in observations and assessments are not yet fully established. The childminder seeks the views and opinions of parents and the children to receive feedback on the service she provides. Good working relationships have also been established with the local school and the childminder is fully aware of the benefits to children and their parents where children attend more than one setting. This contributes well towards a consistent approach for the children's care and learning needs.

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

Children are happy and secure within this warm and welcoming environment where they are cared for by the childminder and additionally, on some days, by an assistant. This experienced childminder has a sound understanding of child development. She uses this knowledge to support her care of children and their development across all six areas of learning. The childminder continually observes them, assesses their development and considers the next steps they will take. The information gathered is shared with parents and used to support children. As a result, children are progressing well in all areas of learning and development.

The childminder plans the day with the particular needs and interests of the children attending in mind. The broad range of activities and appropriate support helps children to develop skills for their future economic well-being. Children select from toys set out at the start of the day. They settle to playing with the toys and their friends, showing that they feel secure. Through clear explanations appropriate to their age they are helped to understand what behaviour is not acceptable and are encouraged to share toys and play cooperatively together. The children are offered support and direction in their play as they count cakes prepared for a child's birthday. Children become engaged in the role play and persevere with this throughout the morning, organising the space to cook the food, and arranging the cakes on a plate. They select clothes for the dolls to wear and seek assistance in dressing them. Self-esteem develops well as children receive regular praise and encouragement. Children enjoy a cuddle as they wake from a mid-morning sleep and settle on the assistants lap to listen to a story. Children play with the water in the tray outside and draw chalk pictures on the patio. They explore their environment, pulling themselves up on the settee and crawling in the garden to examine an ornamental dog. Children enjoy singing and respond to music. They develop early writing skills, when they sit at the desk and explore the letters of their name and those of their friends.

Young children have their welfare needs met through established routines. They are settled to sleep when they are tired, in a travel cot set up in the lounge, or sleep in their pushchair in the garden. Older children clearly demonstrate that they know to wash their hands before eating. They sit together and chat in a relaxed manner while they eat the food provided by their parents. Children know that they have a fruit snack mid-morning and demonstrate through role play that they know to eat mashed potatoes before having cake. Drinks are readily accessible, ensuring that children do not become thirsty. Children keep active as they play outside and regularly benefit from walks around the local area and from outings to local parks. They meet with other childminders and the children they care for, extending their social skills and confidence with others.

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