

Inspection report for early years provision

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Inspection date	29/09/2011
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 1999. She lives with her husband and two teenage children. Their house is in a residential cul-de-sac close to the centre of Thame, in Oxfordshire. It is within walking distance of local shops, a pre-school and schools. Childminding takes place mainly on the ground floor; upstairs is used for children to rest. There is a garden available for children's outside play. The family has a pet dog.

The childminder is registered on the Early Years register to care for three children in the early years age group, with an exception granted to increase this number to four children on Thursdays. There are currently ten children within the early years age range who attend the setting, all on a part time basis. The childminder is also registered on the compulsory and voluntary part of the Childcare Register to care for older children. The childminder has an Early Years degree and has achieved Early Years Professional status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a well developed knowledge of child development and of the individual children she cares for which enables her to successfully promote children's welfare and learning overall. Good relationships are in place with parents and links with other professionals are developing to benefit consistency of children's care and learning. Children benefit from positive interactions with the childminder; they are generally settled, happy and confident. The childminder demonstrates a strong desire to provide high quality childcare. Effective systems are in place to monitor and move the provision forward, thereby maintaining continuous improvement and enhancing outcomes for children.

What steps need to be taken to improve provision further?

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

- extend links with other settings where children attend to develop a regular two-way flow of information that will promote continuity of their care and learning
- provide further opportunities for children to make beneficial food choices to support their growing understanding of healthy eating.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a high level of commitment to promoting children's safety. A safeguarding policy is in place and the childminder is proactive in ensuring that all adults living in the home undergo the appropriate suitability checks. She is clearly aware of the procedures to follow should she have a concern about a child in her care. Policies and practices are regularly monitored to ensure they remain effective. The childminder takes reasonable steps to ensure that children are safe indoors and outside through effective risk assessments. These are carefully recorded and reviewed and updated periodically.

The home is well maintained and organised with children's needs in mind. An array of information and pictures are displayed around the home providing quality information to parents and children. A good range of toys which are suitable for the age and stage of the children are stored in clearly labelled containers in a bright and welcoming playroom. An enclosed garden opening directly from the dining area offers a large space for children to explore.

The childminder is focused on helping all children make good progress and demonstrates ambition and drive to improve. Regular and robust evaluation of the provision gives the childminder a generally good understanding of the strengths and weaknesses of what she provides and this is used effectively overall to secure continuous improvement.

The childminder successfully promotes inclusive practice, ensuring her detailed policies and procedures are wide-ranging and available to all. She provides an inclusive and welcoming service where children are generally settled. The childminder makes good use of her broad range of resources, which are available to all through accessible storage. She monitors all children's development regularly, noting their next steps to enable her to meet their individual needs effectively overall. The childminder builds a good knowledge of each individual child and takes effective steps to support their differing needs.

Written policies and procedures are shared with parents before children start attending and electronic communication, such as email, is supported to promote sustainability. 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 parent's involvement in their children's care and learning. The childminder has developed good partnerships with other early years workers and local early years settings. However, a regular two-way flow of information is not yet fully established to promote continuity of care and learning for the children who attend other settings.

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

Children are very settled in the care of this childminder. She has a strong understanding of child development which she uses to support her care of children and their development across all six areas of learning. The childminder talks to parents about what the children can do before they start attending. She 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 and as a result, children make good overall progress in their learning and development. Children are learning to take responsibilities for small tasks and develop skills for the future. For example, they find their shoes and put them on with support when they go into the garden, and each morning they put their lunch box in the fridge.

A good range of activities and appropriate support helps children to develop skills for their future economic well-being. Children sit and listen to a story supported with animal props. They join in with the various sounds the animals make and count how many they can see. The childminder sets out colouring sheets and crayons for an activity and children enjoy sticking pieces of wool to form a lion's mane. As children get ready to go in the garden, the childminder clearly explains to the children why they must wear hats outside on sunny days. This information promotes children's understanding of keeping themselves healthy in the sun. Children run to the slide and develop their skills in movement as they climb the steps and slide down, gaining independence. Children demonstrate their enjoyment of this newly acquired skill and confidently run round to repeat it.

Through clear explanations appropriate to their age children are helped to understand what behaviour is not acceptable. For example, from a young age children are gently encouraged to share toys, and not to take a toy if another child is playing with it. They learn to respect animals and are helped to move a spider away from the toys and onto a leaf. Regular praise as children play fosters their self-esteem.

Routine hygiene procedures lead children to understand that it is important to wash their hands before they eat. Children generally eat food provided by their parents that is stored appropriately in the fridge. They occasionally assist with tasks in the vegetable plot in the garden and a poster of fruit and vegetables prompts discussion about healthy choices. Although the childminder has a healthy eating policy, opportunities for children to develop an understanding of making healthy choices in relation to food are not yet fully developed. Children benefit from a range of outings which they undertake most mornings. They walk to the local library and attend several toddler groups where they meet with friends and take part in a variety of activities.

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