

Inspection report for early years provision

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Inspection date	17/11/2011
Inspector	Melissa Cox
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 1991. She lives in house in Littlemore, a residential area close to the city of Oxford. The whole of the ground floor of the house is used for childminding and there is a fully enclosed rear garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years at any one time, of which no more than three, may be in the early years age range. There are currently three children on roll, all of whom are in the early years range. She also provides occasional care for children aged over eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder creates a stimulating and welcoming environment for children which successfully promotes inclusive practice and encourages children's sense of belonging. The childminder knows each child extremely well, they are respected and valued as individuals, and as a result they make good progress in their learning and development. Most documentation is in place. Partnerships with other early years providers are developing. Effective partnerships with parents are established which ensure children's individual needs can be met. Self-evaluation is effective and demonstrates the childminder's capacity to improve.

What steps need to be taken to improve provision further?

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

- improve further the arrangements for planning, observations and assessments so they can be used to incorporate children's next steps and assist in providing challenging learning and development experiences to all children
- improve systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education and care in more than one setting

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a clear commitment to safeguarding children. Their safety and well-being is well protected through the childminder's good

understanding and awareness of appropriate safeguarding policies and procedures and her role in protecting children. She has good awareness of the signs and symptoms of abuse and has recently attended safeguarding training to update her understanding further. Written risk assessments of all areas of the home and garden, along with daily checks and appropriate safety equipment, ensure that children are kept safe within the home environment. Children's safety is promoted on outings as the childminder risk assesses each outing and implements good procedures, such as carrying contact details for children and a first aid kit, along with constant supervision of the children.

The childminder promotes an enabling and inclusive environment where all children are helped to value different aspects of their own and other people's lives. The childminder is warm and very caring and children respond to this nurturing positively. Resources, planned activities and a variety of posters and accessible resources display positive images of cultural diversity and disabilities and successfully promote their understanding of difference. Children who have English as an additional language are well supported by the childminder who makes good use of words from their home language to support their play and learning.

Children are comfortable in this family home where they benefit from being cared for by a childminder who is committed to the children in her care. They have opportunities to choose what they want to do from the selection of resources and activities. This well organised environment, both indoors and outdoors successfully promotes children's independence and active learning. The childminder complements this with an enabling and fully inclusive routine where all children are helped to value different aspects of their own and other people's lives. All parents are well informed of the childminder's written policies and procedures and there is a good two-way flow of information each day between the childminder and parents about their child's care and well-being. Comprehensive and the well documented learning journeys ensure all parents are informed and involved in their children's welfare and learning. The childminder has a suitable understanding of the benefits of working with other professionals to enable children to meet their full potential but does not currently have established systems in place to support this fully.

The childminder effectively drives improvement through valuing the uniqueness of each child, ensuring equality through providing each child with the time, attention and resources they need to enjoy themselves in the setting. Children benefit from the childminder's vast experience of caring for children and she puts their well-being at the heart of what she does. She attends relevant training which she feels children will benefit from and has fully implemented the recommendations from the last inspection.

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

Children are happy and confident in this welcoming and friendly home environment. The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage and

how to plan for individual children's learning. A good balance of child-led and adult-initiated experiences ensures that activities are appropriate for children's ages and stages of development and cover all areas of learning. She provides children with opportunities to take part in a range of play opportunities within the home and in the local community and is fully aware of their individual interests, play preferences and achievements. The children's portfolios show a wealth of experiences covering all areas of learning which are well documented through photographs, written observations and samples of their work. Written observations of the children at play provide sufficient information about what the children can do, however, any identified next steps are not routinely included in her planning on a regular basis to ensure children are being challenged.

Children are well supported in their learning and development as the childminder knows them very well. She skilfully promotes children's well-being and promotes children's active involvement in their own learning. The childminder encourages their natural curiosity with enthusiasm, drawing their attention to things of interest in the playroom. The space is planned so that it is accessible, interesting and there are stimulating resources available for all children. This enables them to access resources freely, encouraging independence, choice and decision-making. The childminder interacts with the children constantly. She stimulates their curiosity and uses open-ended questions well to encourage their developing language skills as they play together.

Children's skills in problem solving, reasoning and numeracy are developed through a variety of activities, such as matching shapes and weighing and measuring during baking activities. Younger children successfully sort shapes using a range of different resources. Children have the opportunity to build three-dimensional models and younger children use a variety of technological toys, exploring what happens when pushing buttons or pulling levers. Mark-making materials are readily available and all children are encouraged to practise writing using different materials, such as paint, crayons and pencils. Children learn about the wider world as daily walks give them first-hand contact with the weather and the seasons. They are able to look closely at nature as they make observations of animals, insects and plants throughout the seasons. A range of physical activities indoors, outdoors and the use of equipment at the local park increase their awareness of a healthy lifestyle.

Children are content, secure and enjoy the time they spend in the childminder's care. Their behaviour is good and sensitively managed by the childminder. Appropriate behaviour is displayed at all times, such as, using good manners, respecting others and taking turns. All children are valued and the childminder helps build their confidence and self-esteem through praise and encouragement. Children develop good skills for the future and display confidence and self-esteem. Children learn about safety through discussion as they play. For example, the childminder encourages children to tidy up as they go and regular fire drills are practised, so that children are confident in the procedure to follow in the event of a fire. Healthy eating is prioritised and the childminder provides a range of healthy snacks and children are able to help themselves to drinks to ensure they remain hydrated. Children, through example, are encouraged to adopt good hygiene routines and positive steps are taken by the childminder to minimise the risk of

cross-infection.

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	1
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	3
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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