

Inspection report for early years provision

Unique reference number	EY424781
Inspection date	23/11/2011
Inspector	Jenny Read
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 2011. She lives with her two young children in the rural village of Brightwell-cum-Sotwell, Oxfordshire. The whole of the bungalow is available for childminding. The areas used include the sitting room, open-plan kitchen and dining room, one bedroom for sleeping and bathroom facilities. There is a fully enclosed garden with grass and patio surfaces for outdoor play. The family has two pet guinea-pigs and a rabbit.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight years; of these, not more than three may be in the early years age group at any one time. The childminder offers care each weekday, except for a Tuesday, all year round. She currently cares for five children in the early years age group, on a part-time basis. Additional care is provided for one child in the later years age group, after school and during occasional school holidays. The childminder walks to the local school and pre-school to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, content and make sound progress in their learning. Assessment and planning of activities to help challenge children's learning are in their infancy and do not currently cover all areas of learning or provided a balance of activities. Arrangements to safeguard and ensure children's safety are satisfactory overall. However, risk assessments do not currently cover everything with which a child may come into contact. Partnerships with other settings are good and suitable relationships with parents help to involve them in their children's care and education. The childminder makes suitable use of self-evaluation to identify strengths and some areas of weakness. She is keen to seek further improvement and demonstrates the capacity to tackle them appropriately.

What steps need to be taken to improve provision further?

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

- extend the risk assessments to cover anything with which a child may come into contact
- develop the observation, assessment and planning systems to ensure activities cover the six areas of learning and radiate children's next steps, ensuring there is a balance of adult-led and child-led activities.

The effectiveness of leadership and management of the early years provision

The premises are secure and suitable steps are taken to help to safeguard children. Adequate monthly risk assessment check sheets ensure most play areas are regularly checked and appropriate steps are taken to eliminate risk and help children to keep themselves safe. However, these assessments do not include equipment, such as the large trampoline, to ensure it is used according to manufacturer's guidelines. Adequate awareness of safeguarding issues and the procedures to follow enable the childminder to follow the appropriate steps with any child welfare concerns. Records and documentation to support children's care and ensure the efficient management of the childminding are generally well maintained.

Children use the warm, cosy play areas well. They access a wide range of age appropriate resources that support their learning and development. The childminder promotes equality and diversity sufficiently, through sound knowledge of each child's backgrounds and needs. Children begin to learn about the wider world and those less fortunate than themselves. They take part in fund raising events and access some resources and occasional activities that help them begin to learn about other cultures. The childminder uses a formal system of self-evaluation, based on appropriate levels of monitoring and analysis and reviewing parent questionnaires. Most of the actions taken are fit for purpose and there is some beneficial impact on outcomes for children.

The childminder has very good understanding of her responsibilities to work in partnership with other settings children may attend. Sharing information about children's progress and linking closely to plan children's next steps promotes continuity and makes a strong contribution to their individual achievement and learning. Positive relationships between the childminder and parents ensure children's needs are met. An informative parent prospectus and induction meeting enable parents to be well informed about the childminder and her setting. The childminder shares a useful daily diary with parents to provide them with suitable information about their children's achievements. She also occasionally shares children's individual learning journey folders with parents, containing photographs and evaluations of the activities.

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

Children learn how to keep themselves safe through monthly practice of the evacuation plan and clear explanations about some potential dangers and hazards. This enables them to take risks safely. Children adopt suitable hand washing routines and use their individual coloured towels to minimise cross infection. Singing hand washing songs is helping to reinforce children's awareness of its importance on their health in a fun way. Children make healthy choices at snack time, helping to select food from a range of nutritious and healthy options.

Children are beginning to form positive relationships and develop skills in working independently as well as alongside their friends. They are well behaved and with sensitive reminders from the childminder, share their toys.

Children make sound progress in their learning and development. Written observations about their achievements are completed routinely. Some assessment takes place to help inform some of children's next steps and future planning to help children begin to build on what they already know and can do. However, assessment and planning systems do not cover the six areas of learning or follow the practice guidance to ensure there is a balance of adult-led and child-led activities. Neither do they ensure systems to track, monitor and challenge further learning are secure. Clear routines and purposeful interactions help the children to feel safe and enable them to begin to feel a sense of security and belonging.

The children develop their play and learning as the childminder engages appropriately, supporting their play ideas and encouraging new language. For example, the childminder describes positional language and shape names when children are playing with the shape sorter. This helps encourage the children to recognise the different shapes and begin to problem solve. The children smile and have fun running the various vehicles down the ramp. They observe which ones are faster or slower, beginning to compare and predict with useful support from the childminder. The children enjoy listening to music and familiar songs and rhymes. This activity is supporting language and communication and enabling children to learn about rhythm as they use the home-made shakers and other instruments.

Children explore different media and materials using their senses, such as paint, pasta, water and sand. Older children are beginning to learn about caring for the environment and sustainability. They help to look after the sun flowers they planted and use household recyclable materials to make models. The children are beginning to gain an understanding about diversity and a sense of identity through occasional planned activities and experiences. These include, talking about similarities and differences whilst learning about their bodies, participating in events relating to the harvest festival and making cards to celebrate Grandparent's day.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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