

Inspection report for early years provision

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Inspection date	30/11/2011
Inspector	Janice 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 2000. She lives with her husband and two teenage boys in a residential road on the edge of Banbury, Oxfordshire. Children use the ground floor of the house for play and rest and there is an enclosed, rear garden available for outdoor activities. The property is within walking distance of local shops, parks, a pre-school and schools. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may accept a maximum of six children under the age of eight years at any one time; of these, three may be in the early years age group. She currently cares for 15 children in total, including seven in the early years age group and four who are eight years old or over. 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 is well organised and her policies and procedures help her implement an effective programme to support children's good progress in all areas. She promotes equality and teaches children to value diversity to understand society and raise their self-esteem. Relationships with parents and children's other carers are firmly established to create secure partnerships of care, resulting in children feeling very secure and behaving well. Most aspects of health and safety are sound in practice; risk assessment records and some discussions with children lack the detail needed to be of full value. The childminder has an accurate understanding of requirements and is committed to continuous improvement. She attends numerous training courses to continue her development and drive further improvement within this already professional and effective service to meet children's needs.

What steps need to be taken to improve provision further?

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

- routinely give children a reason for doing things to become more aware of consequences in order to support their decision making
- include more detail of hazards in the risk assessments to help with the constant reappraisal of the effectiveness of any necessary adjustments to secure their safety at all times.

The effectiveness of leadership and management of the early years provision

The childminder shows a high level of commitment to keeping children safe from harm. She has a clear policy to inform parents of her responsibility and of the

referral process should child protection issues arise. Risk assessments are robust in practice, being routinely reviewed and amended as necessary when circumstances change. However, risk assessment record refers to hazards in general terms, making it difficult to monitor the effectiveness of action taken to minimise risks over time. The childminder consistently supervises children closely and reinforces safe practice to help them become safety conscious without being fearful. Children know what is expected and willingly comply with requests to, for example, sit when eating, in order to avoid choking. Children form close bonds with the childminder and fit in as part of the family, clearly demonstrating their level of security.

The childminder provides a vast array of toys and equipment for children to access freely. She teaches children to respect the resources to keep them in good condition. For example, they receive reminders about being careful not to break boxes. They help pack one puzzle away before getting out another, keeping the pieces together ready for next time. The childminder talks to children constantly to help them make sense of things and help narrow any gaps in their development. Consequently, children develop a secure understanding of what she expects and behave very well. However, the childminder does not always give a reason for doing things. As a result, children are not helped to understand the impact of their actions to assist them in making sensible decisions as they get older.

Equality and diversity are considered a priority and the childminder routinely creates individual development plans to suit each child. She talks of children with great affection and works hard to support their development at an appropriate level and help them feel good about themselves. Children play well and consistently make good progress in relation to their starting points. A good, two-way flow of information helps parents and children's other carers to consolidate development plans effectively and ease children's transitions when they move on. The childminder uses questionnaires to help evaluate her service and obtain ideas for development from both parents and children. She provides clear policies, which include copies of legal requirements and good practice to help users measure the quality of the service they receive. The childminder is keen to drive improvement further and attends numerous training courses to keep up to date and continue her development. As a result, she provides an effective service and has good capacity to maintain improvement for the benefit of all.

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

Children thoroughly enjoy the attention they receive as, for example, they sit on the floor with the childminder to read stories and build jigsaw puzzles. They chat fluently about what they do, demonstrating their wide vocabulary when making their thoughts and feelings known. The childminder lets children choose what to do and supports appropriate selection of resources to challenge their skills at the right level. When children, for example, choose small puzzles with few pieces, the childminder suggests they might try a larger, floor puzzle and build it together. She talks through how to match colours and rotate pieces in order for them to fit into

place. A young child successfully fitted the 15 pieces together with little need for help. The child showed great pleasure in her achievement and flung her arms around the childminder's neck for a rewarding hug in appreciation of her assistance. She then said confidently, 'Let's do a harder one. This is too small', challenging herself and gaining confidence through the childminder's well placed support.

The childminder routinely links learning to make it relevant. She reinforces what children know, helping them master new skills to narrow any gaps in their development. She completes regular observations to monitor children's progress, ensures that all areas of learning are promoted and identifies individual goals for children to work towards. As a result, children make good, or very good progress in relation to their starting points and capabilities.

The childminder has attended a course on 'Aiming high for children with disabilities'. Although she currently has no children with disabilities attending, she extends the ideas gained to all children; this is because she has high expectations in order to get good results as a matter of routine. The childminder consistently promotes colour recognition, provides musical activities and joins in with role play to successfully develop children's creative skills. She reads stories and discusses the content for children to develop a love of books and knowledge of the wider world. She uses numbers for counting and simple addition and subtraction to help promote problem solving and encourages conversations to aid communication. As a result, children become very interested in their surroundings and are enthusiastic learners.

Children have daily opportunities for fresh air and exercise to help them develop a good understanding of a healthy lifestyle. They use large equipment in the park to challenge their physical skills and walk to different venues to increase their stamina. They learn about foods that are good for them when visiting the shops. Children eat their own packed lunches from home; the childminder gets to know about any health issues, such as allergies, to ensure the management of meals is effective. Children learn about good hygiene from an early age. They follow a pictorial chart to remind them of the order of actions for hand washing, while being supervised until the process becomes second nature. The childminder is a good role model for children to follow. Consequently, they effectively learn the skills needed for the future, behave very well and benefit considerably from attending this provision.

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