

Inspection report for early years provision

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Inspection date	19/12/2011
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 1999. She lives with her husband and two teenage children on the Southwold estate, in Bicester. Children use the ground floor of the property for play, and rest or sleep in a bedroom upstairs. There is an enclosed rear garden for outdoor activities. The house is within walking distance of local shops, parks, pre-school and schools. The family has a dog.

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 whom three may be in the early years age group. The childminder currently cares for a total of eight children, including three who are in the early years age group and three who are eight years old or over.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder forms strong bonds with the children in order to meet their needs well and help them make good progress in relation to their starting points. She makes good use of resources to promote equality and diversity and the children behave well. Overall, there are strong links with parents and children's other carers, creating an effective partnership which has a positive impact on children's learning and development. All aspects of health and safety are well met in practice. Although there is little impact on the children, a legal requirement regarding medication procedures is not met. The childminder consistently reviews her service to help drive improvement, welcoming ideas from parents and other childcare professionals to maintain continuous development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission from parents before giving each and every medicine (Safeguarding and welfare). 12/01/2012

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

- improve the two-way flow of information with parents relating to the detail and accuracy of information to reinforce partnerships and assist parents further in supporting their children.

The effectiveness of leadership and management of the early years provision

The childminder has a very secure understanding of child protection issues and the procedure to follow if concerns arise. She has a clear policy to advise parents of the referral procedure and the confidence to liaise with outside agencies in order to keep children safe from harm. The childminder treats children as part of the family to help them develop a strong sense of belonging and feel safe in her care. She supervises children carefully, helping them to understand safe practice to play safely and make sensible decisions. For example, one child confidently explains that you should not jump in all puddles when out in wet weather because 'you don't always know how deep it is'.

The environment is conducive to learning because the resources are easily accessible and very suitable for the age and stage of the children. The childminder joins in play to extend ideas and to help children make good use of equipment to feed their curiosity. All children progress at their individual level, having clear aims to work towards to help narrow any achievement gaps. The childminder values diversity and treats children with equal concern. She supports their individual development very well with skilful interaction to help them make good progress. As a result, the children feel welcome and respected, which encourages good behaviour and harmony.

Good partnerships with parents and children's other carers make a strong contribution to children's achievements and help all stay involved in decision making processes. For example, the childminder shares information about a child's new interest and suggests ways that parents and pre-school staff can use this to promote early writing practice and help reinforce skills for the future. The two-way flow of information provides parents with daily verbal and written feedback, and parents have access to all the necessary information through policies to clarify how the service operates. Although most of the policies and procedures support the service well, some information shared with parents lacks detail to reinforce partnerships and assist parents further in supporting their children.

Additionally, the medication procedures do not fully comply with requirements and could compromise children's health. For example, the childminder obtains blanket permission before administering medication to children, but she does not obtain permission for each specific medicine that children need, as is required. Nevertheless, when parents supply the medicine they discuss the dosage with the childminder before she administers it. This means there is little impact on the children overall.

The childminder uses a self-reflective approach to assess what works well and where she can make improvements. She welcomes ideas from parents, shares good practice with other childminders and actively looks for relevant training to help drive improvement. This shows both a desire and the capacity to maintain continuous improvement. The childminder updates policies and paperwork routinely in order to stay up to date and as a result, she effectively meets the

needs of both the children and their families.

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

The children play happily throughout the day, developing their own games effortlessly. The childminder sits on the floor to join in play, positioning herself between the children in order to offer help and support whenever she is needed. The children benefit from a consistently high standard of interaction to help them make sense of things and extend their interests. For example, the childminder questions children about how many more bricks they require during a construction activity to balance a design. She helps children count how many bricks are in place and gives them time to decide how many more they need. Older children think things through well to find the right answer. They shriek with delight when they are correct, showing great pleasure in their own achievements. The childminder continues with mathematical concepts, suggesting that younger children might build a tower that is as tall as they are. She helps count the bricks, talking about the colours and how to fit them together securely. These high levels of interaction help children develop their thinking, reasoning and physical dexterity, as well as extending their familiarity with numbers and colours. The childminder clearly demonstrates a good understanding of children's learning and development, providing well planned activities that make learning relevant and meaningful.

The children play very well together, sharing toys and showing consideration to their peers as they play. For example, one offers to share his fire engine with a younger child and in return the younger child offers to help with a construction task. The children learn about social expectations, as the childminder gently reminds them to use good manners appropriately throughout the day. Children eagerly help pack toys away between activities to help sustain the resources in a usable condition and they respond well to the childminder's expectations.

Walking the family dog helps the children to develop a healthy lifestyle. Together they go for regular walks to enable children to reap the benefits of fresh air and exercise. The children enjoy visiting parks to develop their physical skills on large equipment and take learning into the childminder's garden in dry weather to learn more about the natural world. Children sleep according to their needs and learn about foods that are good for them during snack and meal times. The children discuss where foods come from, developing their interest in the wider world in a meaningful way.

The childminder is skilled at linking learning because she prepares well and has a good understanding of how children learn. She sets clear aims to work towards to help children make progress and consistently covers each area of learning to balance the day. The childminder observes what children do and lets them lead their play for the majority of the time. She offers some organised activities to help develop children's willingness to comply with requests and ease their transition into school. The children competently organise their time well as they play and have fun. The older ones confidently voice their opinions and make themselves

understood. They chatter clearly and constantly as they play in order to include others and demonstrate their understanding of things. Younger children watch what goes on around them, gaining confidence before speaking. They show pleasure in attending and a real feeling of security in the childminder's care.

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