

Inspection report for early years provision

Unique reference number	EY434077
Inspection date	22/02/2012
Inspector	Gillian Little

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 was registered in 2011. She lives in Abingdon with her husband and two children aged eight and five. The whole ground floor of the childminder's house is used for childminding, including a cloakroom and playroom. In addition, on the first floor, there are two children's bedrooms available for sleeping, together with a further bathroom. There is a fully enclosed garden available for outdoor play. Access to the provision includes a step into the front door. The family has two hamsters.

The childminder offers care on a daily basis, before and after school, and during school holidays. She walks to the local school to take and collect children. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight at any one time, of whom no more than three may be in the early years age range. She is currently minding three children on the Early Years Register on both a full-time and part-time basis. The childminder supports children who are learning English as an additional language.

The childminder is a member of the TRIO Childminding Network and the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Young children show that they feel safe and comfortable in this welcoming and friendly environment. They make good progress in their learning and development under the childminder's supportive guidance. The childminder generally makes good use of the space available to provide an interesting range of activities. She works closely with parents, which supports her in meeting children's individual needs to a high standard. She evaluates her practice carefully and builds on existing strengths effectively. This process successfully helps her to make continuous improvements for the future.

What steps need to be taken to improve provision further?

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

- extend play resources in the garden to provide a richer and more varied learning environment.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding children procedures, such as possible symptoms of children at risk. She is fully aware of what to do if she has concerns about a child and has a comprehensive policy in place. She ensures that household members have appropriate background checks. She provides a clean, safe and child-friendly home due to comprehensive risk assessments. She follows effective safety procedures, such as providing each child with a plastic card with emergency contact details when on outings. Such consideration helps to keep children safe in the event of an emergency. The childminder maintains a wide range of well-maintained documentation to support the efficient management of her practice.

The childminder provides a welcoming and stimulating environment, particularly indoors. Children enjoy easy access to interesting resources at low-level in a welcoming playroom. They have plenty of space in which to play and they spend time outdoors on a daily basis. The childminder provides a variety of toys in the garden. However, these mostly support physical development, which has some limitations for children to develop other skills outdoors.

The childminder actively promotes equality and diversity. She has a good understanding of children's individual needs and monitors their progress carefully. She thoughtfully identifies areas to work on with individual children, such as number recognition, to enable them to make good progress. She provides good support to children who are learning English as an additional language. For example, she helps them to understand simple instructions in English and she learns words in their home language to enhance communication successfully. She develops positive relationships with parents and keeps them well informed about their children's learning and development. For example, she provides monthly updates on children's progress in each area of learning together with comments about future 'targets'. She actively encourages parents to contribute their observations of children's progress at home to provide an all-round picture of development. There are currently no partnerships in place with other professionals as there are no children attending other early years settings or receiving support from external agencies. However, the childminder is aware of appropriate steps to take to develop partnerships as necessary. For example, she has consent forms in place for parents to allow her to liaise with other early years settings.

Since registration, the childminder has established effective routines, which helps children to feel secure. She has also established relationships with other childminders, which has given her lots of ideas for her own practice. She successfully encourages feedback from parents who state that they are very satisfied and that their children enjoy attending. She has some well-considered ideas for further development. For example, she is planning to extend the variety of outings available and to introduce new resources, such as sand and water play.

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

Young children show that they feel safe and secure with the childminder. They enjoy exploring the environment freely and with confidence. They learn to be kind to each other as the childminder gently reminds them how to play co-operatively and to share. They readily help to tidy up toys and receive lots of praise for their efforts. They develop a wide circle of friends through regular attendance at local drop-in groups, which has a positive impact on their social skills. They successfully learn to respect people who are different from themselves using books and dolls reflecting positive images of diversity.

Young children develop a good awareness about a safe and healthy lifestyle. They understand road safety routines, such as crossing roads at pedestrian crossings and holding hands. They show a good understanding of safety procedures on the trampoline by asking the childminder to close the zip on the surrounding netting before they start to bounce. They understand the need for good personal hygiene procedures, such as putting tissues and wipes in the bin after use. They enjoy healthy snacks, such as bananas and raisins, and effectively learn about the 'five-a-day fruit and vegetable rule' by counting the portions they have had. They enjoy a wide range of physical activities on a daily basis, such as using bikes and slides in the garden or visiting the local park.

Young children make good progress in their communication and literacy skills. They enjoy a daily story time with the childminder and weekly trips to the local library. They point to the pictures in books with interest and learn how to turn the pages. They show confidence in using early writing materials and enjoy making marks on paper. They are quickly learning about number and mathematical concepts as the childminder incorporates these into daily activities. For example, she helps children to count animals in a book and to build towers. She encourages them to think about what will happen, for example, if the tower will fall over. Children take great interest in using the computer, which is easily accessible to them on a low-level table. They show confidence in following the programme and are developing coordination skills in using the mouse. Such activities support children well in developing the skills they will need for the future.

Young children are making good progress in developing their creative and imaginative skills. They take part in many craft activities, such as making cakes and people out of modelling dough, or dressing up as pirates and fairies. They routinely attend a drop-in 'messy play' group and a music group, which provide further activities to successfully enhance their creative skills.

The childminder makes continuous and careful observations of children's individual development in all aspects of learning. She makes good use of the Early Years Foundation Stage Practice Guidance to assess their progress and make sure they are on track in their learning. She then uses this information to plan future 'targets' so that all children take part in enjoyable and challenging activities to support their future development.

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	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

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