

Inspection report for early years provision

Unique reference number	EY339693
Inspection date	10/04/2012
Inspector	Beverley Blackburn
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 2006. She lives with her husband, who is an approved assistant, and four children in Langford Village, Bicester, Oxfordshire. The whole of the house is available for childminding. There is an enclosed rear garden for outside play. The childminder employs three further assistants at the setting. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register

The childminder, when working alone, is registered to care for a maximum of five children at any one time. When working with an assistant, she may care for a maximum of nine children. Currently she cares for two children in the early years age group, who attend on a part time basis. The childminder lives within walking distance of local schools, a nursery, shops and parks.

The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, inclusive and caring environment, where the childminder meets their individual needs well. Children make good progress in their learning and development as they enjoy being with the childminder. She implements policies and procedures that safeguard children's welfare effectively and her practice successfully ensures positive outcomes for the children overall. Good partnerships with parents further support children's welfare and learning. The childminder has a positive approach to making improvements to her provision and continuously evaluates her practice to maintain good quality care.

What steps need to be taken to improve provision further?

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

- develop the system to clearly record and monitor any gaps in children learning in order to plan effectively the next steps in their learning and development
- improve the documentation system to include records of the unique number of the Criminal Records Bureau disclosure obtained and date issued of all adults working directly with the children.

The effectiveness of leadership and management of the early years provision

The childminder has a good awareness of safeguarding issues. She has considered the action she would take should she have any concerns about a child's welfare. The appropriate procedures are in place for liaising with the children agencies. She intends to increase her knowledge further by attending a safeguarding children training course. Risk assessments, including for outings and other visits, are thorough, minimising most risk effectively and preventing accidents in the home. The daily checks ensure the environment is safe for children to play. Most of the required documentation is in place to ensure children's safety, however, the childminder keeps the Criminal Records Bureau disclosure rather than a record of the numbers of the adults checked to work directly with children. The childminder is registered to work with several assistants.

The childminder is developing a good knowledge of children, their individuality, needs and their background through discussion with the parents. She has a good understanding of equal opportunities; and how to help children embrace similarities and differences in people and cultures. There is a good range of resources for both boys and girls, and resources to promote diversity. Currently, she does not care for any children with special educational needs, but she understands the importance of working with other professionals and parents where necessary to support and enhance children's care and learning.

The positive relationships with parents ensure each child's needs are met effectively. The childminder makes parents feel welcome and well informed about the setting and many aspects of their children's learning and well-being. The childminder ensures there is regular two-way communication through electronic means as well as verbal feedback and the daily diary. Children benefit from the sound partnership with the parents as they receive care in line with the parents' wishes. Children have access to a good range of toys and resources that aid their learning and development; these the childminder rotates regularly to maintain their interest.

The childminder has not completed a self-evaluation, but she has identified several areas for improvement. These include increasing resources in order provide a wide and varied choice for children, improving her observations and assessment skills and developing her confidence in monitoring any gaps and plan the next stage in the children's learning and development. The childminder has a good knowledge of the Early Years Foundation Stage and offers activities in each of the six areas of learning. She has started to review the assessment system to gain understanding about next steps for each child across all areas of learning, enabling children to make good progress.

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

Children are cared for in a safe, secure home. Children feel at ease in the homely environment. They follow a flexible routine of informally planned activities around their interests and ideas. Children have access to a good range of activities that support their learning. Younger children benefit from the childminder's positive approach and her interaction and involvement in their play. She encourages children's language development through constant conversation with them. The childminder's home is organised to give children suitable freedom to choose and develop different activities. Children's progress in communicating, literacy and skills relating to information and communication technology is developing well; they have access to a selection of electronic and programmable toys and computer games. Children positively respond to praise and encouragement from the childminder, which increases their self-esteem and confidence.

Children learn the importance of a healthy lifestyle. They enjoy daily opportunities for fresh air and exercise which involves visits to the local park, walks and playing in the garden. There is a suitable area available for young children to rest according to their individual needs. Children enjoy healthy and nutritious meals prepared by the childminder and have regular access to drinks and fresh drinking water. The childminder is aware of children with special dietary and religious needs. Children are beginning to adopt good personal hygiene through a well-established routine. Children are praised and encouraged, are learning to take turns, share and to build their self-esteem and confidence. Children respond well to her expectations to keep themselves safe, they are learning how to evacuate the house safely in the event of a fire. The childminder has good strategies in place to manage children's behaviour, such as praise and encouragement and clear boundaries. The childminder supports children to learn and develop in a safe environment.

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