

Inspection report for early years provision

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Inspection date	10/04/2012
Inspector	Janet Moutter
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1989. She lives with her partner, who is also her assistant. They live on a residential road close to the centre of Banbury. Shops, toddler groups, a park, library and other amenities are within walking distance. The childminder can take children to and from local schools and pre-schools. The family has one pet rabbit.

Minded children may use the entire house. An enclosed rear garden is available for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Her registration permits her to care for six children under the age of eight years and three of these children maybe within the early years age range. When working with her assistant the childminder is registered to care for a total of six children within the early years age range. She currently childminds 10 children in the early years age range, who all attend on a part-time basis. She has 16 children in total on roll and also provides out of school care all year.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time with the childminder and they make very good progress in all areas of their learning. Children's future skills benefit considerably from purposeful interactions with the childminder and her assistant, and from the wide range of high quality resources and activities provided. The childminder continues to build good relationships with parents and other early years providers to closely meet the individual needs of both children and parents.. The arrangements to safeguard children are good overall, and the childminder has good organisational skills to maintain continuous improvement. The good use of self-evaluation enables her to identify areas for development within the children's learning and achievements, thus enhancing outcomes for all children.

What steps need to be taken to improve provision further?

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

- increase children's opportunities to learn how to keep themselves safe, for example, by practising fire drills on a regular basis to enable all children's awareness of the evacuation procedures

The effectiveness of leadership and management of the early years provision

Robust arrangements ensure all adults in the household undergo suitable vetting procedures. The childminder and her assistant have a good working knowledge of safeguarding issues and an understanding of the procedures to follow if there is a concern about a child. This promotes children's well-being effectively. The childminder completes risk assessments of her home and outings to identify and minimise risks and hazards to children. She implements policies and procedures to help ensure children are cared for in a safe and secure environment. All required records and documentation are well maintained, organised and shared with parents.

Children easily access a wide range of high quality toys and resources that support their play and learning and reflect their interests. Visits to local places of interest such as the library, a soft play area, children centre's and parks promote children's awareness of their local community. The childminder has a very good knowledge of individual children's backgrounds and needs overall and she works sensitively with parents. Children's awareness of the wider world and diversity is reflected well through resources such as posters, books and activities, including singing and celebrating festivals.

Children participate in a meaningful range of activities that embrace their backgrounds and cultures. The childminder is meticulous in reflecting upon and evaluating her practice in the six areas of learning. She is committed to developing her understanding of early years through training, discussion with other providers and through seeking the views of parents. The childminder consolidates her knowledge and understanding of safeguarding issues through training. Effective use of the on-line self-evaluation tool has led to detailed evaluation, which supports her work and helps to identify what children are learning from activities. With future training focused on food hygiene, the childminder clearly demonstrates a strong capacity and commitment to her ongoing improvement.

The childminder builds well developed relationships with parents, who are very appreciative of the care she provides and the progress their children make. They are well informed of her practice through discussion, a daily diary and very bright attractive scrapbooks. The childminder records her observations and children's progress through tracking notebooks, which she shares with parents to demonstrate children's individual achievements. This enables all parents to contribute to their children's learning and development and shows the childminder values each child and their family. The childminder also shares her plans for children's future learning opportunities, including their next steps of learning and development. Children's individual needs and routines are identified and well met. Effective links with other early years providers that children attend are in place, enabling continuity of children's care and learning.

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

Children are supported sensitively when settling in. As a result, they are secure, happy and confident because the childminder knows them extremely well. They make very good progress, because the childminder uses her extensive observations of what children know and do to clearly identify and individually plan for their next steps in learning. Discussion and information gained when children first start contributes effectively to this process of assessment. Children's emerging language is fostered very effectively. This is achieved through good eye contact, frequent repetition of sounds and words, singing, and story telling. Children show curiosity and are eager to explore. They listen and develop effective problem solving skills. They repeat what they have observed and effectively work out how to operate a wide range of press response toys, developing their skills with simple technology. Messy play, such as with magic sand and other activities, both within the home and at the local childminding group provide children with plenty of sensory and creative opportunities.

Children develop an understanding of good healthy lifestyles through daily opportunities to be in the fresh air on walks or in the garden. Visits to local parks and soft play centres extend opportunities for physical play. Children enjoy nutritious and healthy snacks and access drinks throughout the day with reminders from the childminder. Their understanding of healthy choices is enhanced as they eat vegetables, talk about how they have grown and participate in a wide variety of cookery activities. From a young age, children are supported well through consistent routines to develop an awareness and understanding of good hygiene.

Children's understanding of how to keep themselves safe is effectively promoted overall. For example, the childminder practises the evacuation procedure with some of the children, but not all of the children are currently included. This means some children are unclear of what to do in an emergency. Children have ongoing discussion about personal safety with the childminder when on outings. They wear identification wrist bands with the childminder's contact details and always remain within the childminder's sight.

Children's confidence and self-esteem increase due to the childminder's frequent praise and her consistent and calm approach. Children's work is on display, demonstrating it is valued. They are supported well to understand what is expected of them and the childminder celebrates their positive behaviour and achievements. The children are quick to tell of their achievements, especially recent awards in end of school classes, such as dance. Children's behaviour is generally good and appropriate for the varying range of children who attend. Minor disputes are quickly, expertly and calmly defused, as the childminder and her assistant know the children very well. The children listen and follow instructions and receive support to take turns and play cooperatively. Consequently, children develop very good skills for the future.

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	1
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	1
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	1

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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