

Inspection report for early years provision

Unique reference number	EY285221
Inspection date	15/05/2012
Inspector	Gill Little
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 2004. She lives in Bicester with her husband and two children aged 14 and 10. The whole ground floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outdoor play. Access to the provision includes a step into the front door. The family has a dog and a cat.

The childminder 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 six 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 a full-time and part-time basis. She is currently minding five children on the Childcare Register. She 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development in this safe and welcoming environment. The childminder develops successful relationships with parents, which are effective in supporting children's individual needs. She is beginning to develop appropriate partnerships with other early years settings that children attend. Self-evaluation processes successfully enable the childminder to maintain the good standards found at her last inspection. As a result, she demonstrates a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop partnerships with other early years settings that children attend, in order to enhance continuity and progression in learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding children procedures, such as possible signs of children at risk and procedures to follow if she has concerns. She ensures that all household members have appropriate background checks. She carries out effective risk assessments and ongoing safety checks to provide a safe and secure environment. Well considered safety procedures, such

as close supervision of children in the garden, help to reduce the risk of accidents. A good range of well maintained records supports the safe and efficient management of the setting.

The childminder provides a wide range of stimulating activities. Resources are of good quality and used well to enhance children's development. The childminder makes particularly good use of the local community. She enables children to experience a wide range of outings to enhance their understanding of the world around them.

The childminder actively promotes equality and diversity by paying close attention to children's individual needs. She works closely with parents to identify children's starting points when they first attend the setting and she monitors their progress carefully. She has a good understanding of their individual routines, such as recognising their signs of tiredness and providing a comfortable place to sleep. The childminder receives positive feedback from parents who comment that she has 'great relationships with the children', is 'sensitive to their individual needs', and is 'very accommodating and flexible'. Daily diaries and regular reviews of children's progress keep parents well informed about their children's development. The childminder makes sure that parents know which activities children are enjoying so that they can continue with these, where possible, at home. The childminder is beginning to develop relationships with the local playgroup. However, she is not currently sharing information about children's progress. This weakness has some limitations in ensuring continuity and progression between settings.

Since the last inspection, the childminder has gained more experience and confidence in caring for early years children. She has developed useful procedures to assess their progress. She evaluates her practice with careful consideration to identify areas for further improvement, such as attending safeguarding training. Her ability to maintain good standards of practice leads to positive outcomes for children.

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

Children display a strong sense of belonging and settle well with the childminder. They generally play cooperatively and benefit from the childminder's consistent support to enhance their social skills. They have good relationships with the childminder, flourishing in her care and enjoying cuddles when they are tired. The childminder sensitively answers older children's questions about people who are different from themselves. This approach is successful in helping children to develop respect and consideration for others.

Children are developing a good awareness about a healthy lifestyle. They enjoy a wide range of outings in the local community on a daily basis. This enables them to benefit from plenty of fresh air and exercise. They are able to sleep comfortably when they are tired, as the childminder sensitively settles them down in a quiet area of the home. Children confidently wash their hands after using the toilet or

before snack time and benefit from the childminder's close supervision. This routine successfully helps them to become familiar with using soap, and rinsing and drying their hands well. Children take a keen interest in healthy eating, as the childminder is proactive in encouraging them to try different foods. For example, they enjoy taking part in a 'fruit of the week' activity and all children are able to contribute their views on different tastes. As a result, they confidently try different fruits, such as grapefruit, pineapple and dragon fruit, and the childminder helps them to record their findings.

Children develop a good understanding of how to keep themselves safe because of the childminder's consistent support in the home and on outings. For example, children learn the importance of wearing seatbelts in the car and to look carefully for cars when near roads.

Children make good progress in their learning and development during their time with the childminder. Clear and regular reviews of their progress, together with well considered next steps for their individual development, enable them to move forward successfully. They develop successful communication skills and are confident in expressing their views. They master a good range of vocabulary and quickly absorb answers to their questions. They take a keen interest in early writing activities, such as drawing pictures of themselves detailing patterns and colours in their clothing. They develop good skills in using numbers and in solving problems. For example, younger children learn to count to three while older children relish the challenge to see how tall they can build a tower of bricks. Exciting outings in the local community encourage a passion for the natural world. For example, children harvest strawberries, broad beans and carrots at a pick-your-own farm, and enjoy the challenge of finding the 'reddest', the 'tallest' or the 'smallest'. In addition, children follow the life cycle of frogs with interest as they care for frogspawn and tadpoles before releasing them into a nearby pond. Regular outings to the local woods, park and local shops, further extend the children's understanding of the world around them. As a result of these activities, children are successfully developing the skills they need for their future learning.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----