

Inspection report for early years provision

Unique reference number	EY443977
Inspection date	21/08/2012
Inspector	Gill 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 registered in 2012. She lives in Bicester with her partner and one-year-old son. A first-floor playroom with an en-suite bathroom is the main area for childminding. On the ground floor, a living room, conservatory, kitchen, bathroom, bedroom and rear hall are also available. There is a fully enclosed garden for outdoor play. There are two steps up to the front door and a ramp can be fitted as necessary.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, of whom two may be in the early years age range. She is currently minding two children on the Early Years Register on a part-time basis. She offers care on a daily basis, including before and after school, and during school holidays. She is able to walk to local schools and early years facilities to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children make good progress in their learning and development in this safe, welcoming environment. They enjoy warm and secure relationships that promote their self-confidence and self-esteem. The childminder develops successful partnerships with parents, which help her to meet children's individual needs effectively. Self-evaluation processes accurately identify strengths and weaknesses in practice. The childminder is actively addressing areas for development to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- broaden children's early experiences within shape, space and measures and linking sounds and letters before introducing more complex concepts, such as time, dates and the alphabet.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of safeguarding procedures, such as possible symptoms of children at risk and how to respond to concerns. She ensures that all household members have appropriate background checks. She undertakes daily checks on the premises and equipment, which are successful in promoting a safe environment. She supervises children closely to further reduce

the risk of accidents. Since her registration, she has improved safety in the premises, such as fitting stair gates to prevent access to unsafe areas. She provides an interesting range of resources that are easily accessible to children in the first-floor playroom and the garden.

The childminder treats children equally and is proactive in meeting their individual needs. She takes time to get to know children before they begin their placement with her. She works closely with parents to find out about children's individual routines, interests and care requirements. She uses this information effectively to help children settle and feel comfortable in her setting. For example, she successfully adapts sleeping facilities to suit children's physical needs and routines. The childminder has a positive approach to working with parents. She actively encourages them to share information from home and to take part in daily discussions about their children's care and learning. She uses daily diaries effectively to keep parents up to date and she makes herself easily available to parents by phone, text or email to ensure good communications. She provides helpful advice for parents to extend their children's learning and development at home. For example, when babies start to crawl she encourages parents to provide lots of floor play to promote physical development further.

There are currently no children on roll attending other early years settings or receiving support from outside agencies. However, the childminder demonstrates a secure understanding of how to work with other professionals as necessary.

The childminder has a realistic approach to evaluating her practice and effectively considers areas for further development, as well as the strengths in her setting. She is confident in supporting the development of younger children but has less experience with older children so takes time to research and plan stimulating activities to meet their needs. She is planning to pursue additional training and a qualification to further promote outcomes for children.

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

Young children are secure and confident due to the childminder's friendly nature and well-organised routines. They explore their environment with confidence knowing that the childminder is nearby for reassurance and support. They bring comforters from home, such as cuddly blankets, and the childminder ensures that these are always available, particularly when children are tired. They play well alongside each other and the childminder provides good supervision and support to help them share resources and to be kind to each other. They are beginning to learn about people who are different from themselves, such as listening to words and phrases in a different language.

Young children thrive as the childminder has a high regard to promoting their health and physical development. Drinking water is easily accessible at all times and the childminder works well with parents to encourage healthy packed lunches. She is proactive in encouraging young children to wipe their hands before and

after eating, and after nappy changing where necessary. These processes encourage children to begin to understand good hygiene procedures. Young children are able to sleep according to their individual needs and the childminder monitors them continuously. They make good progress from crawling to walking and the childminder shows delight in their achievements. She actively encourages them to enjoy different physical experiences, such as dancing to music and throwing balls. Children regularly play outdoors in the garden and local parks, and enjoy frequent visits in the local and wider environment. For example, they enjoy trips to the local nature reserve to see the ducks. Such activities provide good access to fresh air and help children to develop an understanding of the world around them.

The childminder responds well to children's interests, such as providing music activities at the start of the day to help them settle. She provides stimulating activities to encourage them to use all their senses, such as smelling perfume on cotton wool or joining in with action songs. Young children keenly explore interesting resources, such as a wooden Noah's Ark or spinning wooden blocks. The childminder continuously engages children through her warm interactions and introduces some valuable concepts, such as early counting during mealtimes. Such experiences help children to make good progress in their skills for the future. However, the childminder sometimes refers to more complex concepts, such as time, dates and the alphabet, before children are ready to understand these.

The childminder uses her own 'milestone charts' to track children's progress, which are based on the Early Years Foundation Stage guidance. These support her effectively overall in observing and monitoring children's development and planning for their next stage of 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