

Inspection report for early years provision

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**Unique Reference Number** EY340244  
**Inspection date** 05 June 2007  
**Inspector** Susan Victoria May

**Type of inspection** Childcare  
**Type of care** Childminding

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

The childminder registered in 2006. She lives with her husband and two children aged two and four years old. They live in the Blackbird Leys area of Oxford. The ground floor of the premises is used for minding. The first floor is used for sleeps and older children's play only. There is a secure garden for outdoor play.

The childminder may care for four children and is currently minding one child on a part time basis.

The childminder is prepared to take and collect children from local schools and pre-schools.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

The Childminder promotes healthy living through her policies, procedures and daily practices. For example, children routinely wash their hands before snack after coming in from outdoor play. This helps them begin to understand about good hygiene in everyday situations. Children

have daily opportunities for fresh air and exercise through outdoor play, in the garden and through walks and outings to local parks. This provides children with a variety of settings in which to practise their physical skills. For example, children dig and plant vegetables in the garden, learn to ride wheeled toys and are able to run and climb when at the park.

All documentation to safeguard children's welfare is in place and includes consents to seek emergency medical advice or treatment and medication procedures. The childminder has a first aid certificate to help ensure she is able to deal with children's minor accidents effectively. This promotes children's well-being at all times.

Children have access to drinks and young children are reminded to drink regularly; especially in warm weather and after physical exercise; this helps children begin to understand their bodily needs. Parents provide children's meals and all dietary requirements are discussed with the childminder. Packed lunches are stored appropriately to ensure food is always fresh. The childminder offers the children snacks and they may choose from a variety of healthy options; such as bananas, grapes, apples, nectarines or oranges, children sit and socialise when eating, thereby promoting good future eating habits.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a child friendly environment where they are safe and secure and have good access to toys and resources, both indoors and out. Children choose where they want to play and what with from a carefully monitored range that is rotated regularly. This provides variety and offers the children a wealth of experiences. The childminder completes regular cleaning and risk assessments; this ensures children use and play with toys, resources and equipment that are well maintained. A comprehensive evacuation plan is in place and practised by the children to help keep them safe in an emergency situation. All fire safety precautions are observed, for example, smoke alarms are tested weekly and noted in a fire log kept by the childminder.

Children begin to learn about taking care on outings through practical advice, discussion and play. For example, while playing on wheeled toys in the garden children are reminded to stop and look before moving along the path. This helps children begin to understand about basic road safety. On outings children are securely fastened in buggies and wear wrist bands with the childminders contact number. To further protect children the childminder takes with her all contact numbers, mobile phone, a first aid kit and a list of children who are with her.

Children's welfare is safeguarded through the childminders very good understanding of child protection issues. Her procedures in line with 'Local Safeguarding children Boards' are shared with parents. This helps ensure the welfare and safety of the children at all times.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

The childminder plans each day following children routines; this includes visits to pre-schools and local groups, to help children socialise within the wider community and have access to a greater range of resources. The childminder follows a theme each week and plans activities around it, for example the dinosaur topic began with a visit to the museum and is followed through with dinosaur art activities and dinosaur models with which to play. Information about the children's achievements; including photographs and written statements, is recorded in each

child's diary and shared with parents. Older children input their own work into the diary. The childminder has an excellent understanding of the development of young children and is proactive in increasing her knowledge through training. For example she has had the initial training of the 'Birth to Three Matters' framework, and is beginning to incorporate this into her day and in the children's records.

Children are confident; ask questions with curiosity and show enthusiasm and a keen interest in the resources and world around them. For example a three year old talks about the weather, clouds and how the wind is blowing, he observes the "trees are moving" and through open ended questions from the childminder makes the connection between wind and movement. Children plant vegetables and fruit in the garden and observe the results of their labours. This helps them begin to understand about the natural world in which they live.

The childminder extends children language and knowledge through effective communication. She reads with the children, who snuggle up and listen attentively, looking and predicting the story with interest. Lovely relationships between the children and the childminder provide an environment in which children flourish and cannot fail to learn and thrive.

### **Helping children make a positive contribution**

The provision is good.

The Childminder has a written equal opportunities policy clearly stating her commitment to providing a provision free from discrimination. She takes time to know the children well, discusses the children and family preferences with parents or carers to ensure she has all the relevant knowledge to provide good care. Children respond well to the childminder and are clearly happy in her care; this helps them feel valued and respected. The children regularly attend local groups where they can find out about other cultures, celebrate festivals and have access to a range of resources reflecting positive images of gender and disability, however in the childminders home these are limited. The childminder demonstrates a clear understanding of working with parents and professionals to care for children with learning difficulties or disabilities.

Children behave well; are beginning to learn to share, play alongside each other and understand their different needs. For example, an older child suggests he and a younger child both have a tractor to resolve a minor dispute. The childminder has ground rules in place to help children begin to understand what acceptable behaviour is. The childminder has a positive approach to behaviour management and uses praise frequently when talking to the children to help build their self esteem and promote confidence.

Parents receive comprehensive and clear information about the policies and procedures at pre-visits to ensure they and the childminders expectations are not misunderstood. Parents express praise and gratitude for the way in which their children are cared for and the effective way the childminder meets those needs. All information about the children is shared with parents, thus providing a sound basis from which children can learn and grow.

### **Organisation**

The organisation is outstanding.

The childminder organisational skills are superb, she has well thought out policies and procedures in place to guide her daily practice. Children benefit from her commitment to furthering her skills in order to provide children with learning opportunities, and continue to offer best practice. The childminder makes good use of the space and children move around the childminders house

confidently. Children have access to the garden; where they can enjoy physical or quiet activities, alternatively they can sit quietly on a comfy chair with a book in the lounge or complete activities at the table in the kitchen. Adult ratios are always observed and attendance records support this.

All required documentation to protect and provide for children's needs is in place, are accurately recorded and updated as required. Policies and parental details are reviewed at regular intervals. The childminder gives high regard to confidentiality and of how long records should be retained. All relevant information is displayed for parents including the certificate of registration, the regulators details, the complaints procedure and relevant qualifications. The childminder meets the needs of the range of children for whom she provides.

### **Improvements since the last inspection**

Not Applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to increase resources which reflect diversity and show positive images of gender, disability and a variety of cultural backgrounds

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)