

## Inspection report for early years provision

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<b>Unique reference number</b>	EY218594
<b>Inspection date</b>	22/09/2008
<b>Inspector</b>	Gillian Little
<b>Type of setting</b>	Childminder

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder was registered in 2001 and lives in Oxford with her three grown-up children. The ground floor of the childminder's house is used for childminding and access to the home includes several steps to the front door. The childminder does not use her garden for childminding but ensures that children have opportunities for outdoor play daily.

The childminder offers care on a daily basis. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is registered to care for up to four children in the early years age group and is currently minding five children in this age group, all of whom attend on a part time basis.

The childminder is an approved member of the TRIO Childminding Network and is a member of the National Childminding Association. She has well-established links with the local school and toddler group.

## **Overall effectiveness of the early years provision**

Children flourish in a caring and safe environment as the childminder is very familiar with their individual needs and works well in partnership with parents to support children's learning and development. The childminder's inclusive setting welcomes children from a variety of backgrounds and she supports their differing needs effectively. Well-established procedures with a childminding network help the childminder to evaluate her practice and make further improvements. All necessary documentation is in place but is not always well-organised.

## **What steps need to be taken to improve provision further?**

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

- include in children's development records details of their next steps in learning and links to the Early Years Foundation Stage
- ensure that all documentation is well organised and easily accessible for inspection.

## **The leadership and management of the early years provision**

The childminder receives bi-monthly visits from her childminding network and they jointly review practice and identify areas for improvement. She focuses largely on children's individual needs when evaluating her practice and constantly adjusts this to provide good support to all children in her care. She receives lots of very positive feedback from parents and attends regular training to further develop her knowledge of childcare. She is meeting a recommendation from a previous inspection to ensure that children's records are fully completed. She ensures that

all children and families feel included in her setting. She provides all parents with good information about her service and ensures they all have copies of her policies. She develops strong links with the local school, taking children regularly to its toddler group. This ensures that children become familiar with the school and its staff to help ease their transition into the school nursery. Effective procedures are in place to ensure that children are safe and the childminder ensures that all adults living in her household have appropriate background checks. Risk assessments are completed regularly and the childminder has a sound knowledge of safeguarding procedures. All regulatory records are in place and supported by a wide range of additional documentation and policies, which work well in practice. Some documentation however is not very well organised and therefore not easy to find for inspection, including some records of self evaluation.

## **The quality and standards of the early years provision**

Children have good opportunities to be active and to learn about the world around them by spending time outdoors on a daily basis. They enjoy visiting a nearby play park and have frequent outings to the local toddler group, shops and market as well as visits to the hairdressers and trips on the bus. They learn about healthy eating and good hygienic practices, such as washing hands and blowing noses, and the childminder works closely with parents to help children successfully develop toilet training skills. Children effectively learn about safety rules, such as not running indoors, and evacuating the premises in the event of a fire. The childminder closely supervises the youngest children at all times to ensure their safety. Children enjoy their learning and all are making progress towards the early learning goals. Children are highly motivated and settle quickly on arrival at the setting. They become very engaged in building towers with wooden bricks, putting jigsaws together or fitting shapes into a shape sorter. The childminder is very familiar with children's individual needs and develops activities and experiences to support each child. For example, she helps younger and quieter children to develop independence and to work at their own pace by providing activities suitable to their levels of development and encouraging them to develop social skills. She knows what children are interested in and uses these interests to further develop children's learning. Children develop good levels of behaviour and the childminder is very aware that changes in circumstances in the child's home life can affect their attitudes. She therefore offers effective support to help children behave in a positive way, such as helping to tidy up. Good levels of interaction help children to develop specific knowledge, such as counting or learning about different seasons, which effectively supports them in developing skills for the future. Well-established relationships with parents ensure that the childminder knows children well and that parents are well-informed about their children's welfare and learning. The childminder makes careful observations of each child and records these in individual books. She does not record children's next stages in learning or how children's development relates to the Early Years Foundation Stage, although she is able to explain this verbally.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.