

## Inspection report for early years provision

---

<b>Unique reference number</b>	221505
<b>Inspection date</b>	22/06/2009
<b>Inspector</b>	Jan Burnet
<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 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 has been registered since 1996. She lives with her two children, aged 14 and 10 years, in a village location between Brackley and Banbury on the Northamptonshire and Oxfordshire border. The whole of the ground floor of her home is used for childminding. There is a fully enclosed garden available for outside play. The family has a dog and goldfish.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She may care for six children, of whom three may be in the early years age group at any one time. There are currently five children in the early years group on roll. Of these, one attends after school and three attend on a part-time basis. The childminder walks to a local school to take and collect children. She attends parent and toddler groups.

## Overall effectiveness of the early years provision

Overall the provision is good. The childminder promotes children's welfare and care needs successfully and meets their individual developmental needs well. She ensures that all children are valued and included. Information obtained from parents helps her to identify and address children's differences. The childminder is aware of her strengths and areas for improvement and her commitment to continuous improvement is sound.

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

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

- develop systems for using observations and assessment, and information from parents, to plan next steps in learning for individual children.

To fully meet the specific requirements of the EYFS, the registered person must:

- inform parents of the procedure to be followed in the event of a parent failing to collect at the appointed time (Safeguarding and promoting children's welfare).

30/06/2009

## The leadership and management of the early years provision

The childminder provides a warm and welcoming environment that is safe and secure. She ensures that all resources are appropriate to children's individual ages and stage of development. She is aware of the benefits of self-evaluation and identifies greater use of planning for individual learning as an area that she is developing. At the time of the last inspection, one recommendation was made: to further develop the range of activities and resources that promote equality of

opportunity and anti-discriminatory practice. This has been addressed by increasing the amount of resources that reflect positive images and through discussion with children.

Information requested from parents that links to the care of each child is thorough and the childminder makes sure that individual needs are met effectively. Written information provided for parents is good. Initially they are shown a portfolio containing thorough information on required policies and procedures, except for the procedure to be followed in the event of a parent failing to collect at the appointed time. The childminder asks parents to settle their child in gradually to ensure that the child feels emotionally secure. Children's achievements are shared with parents and the childminder obtains some information from them on what their child knows and can do. The childminder is fully aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children.

Children's welfare is addressed well as required measures are in place to ensure their health and safety. The childminder is fully aware of her responsibilities with regard to supervision. She assesses safety each day and a written risk assessment identifies how potential hazards have been identified and addressed. The childminder is aware of her responsibility with regard to protecting children from harm and a safeguarding procedure has been drawn up for parents. All required records are kept up-to-date and in good order.

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

Children are making good progress and the childminder is clear of her responsibilities with regard to ensuring that all children are challenged effectively. The range of resources and activities meet their needs well. The childminder clearly identifies children's different stages of development and is aware of their interests. Activities are adapted so that all children take part and children's achievements are known. However, systems are not in place for using assessment and information from parents to inform planning for next steps in learning for individual children.

Children match and sort colours and shapes. Older children make up and repeat patterns with coloured beads. They continually count and as they build with bricks, the childminder promotes 'one on one' counting. Children compare groups of objects, for example, they gather their own group of building bricks and then count to find out how many each child has. They then talk about how many more or less they have. Older children learn that counting links to a written numerals. They enjoy playing with floor tiles that have removable numbers in the centre. They play games with these as they jump on to numbers named by the childminder. They then count how many children are able to stand on the tile at the same time. Outdoor snakes and ladders games are also effective with regard to counting and numeral recognition, as well as promoting social skills as children play together and take turns.

Children learn that print carries meaning as the childminder explains to them that

spoken words can be written words also. They enjoy listening to stories and the childminder points to the words as she reads. She also encourages the children to point to the words and they know that as they move their fingers faster, the childminder has to speak faster. Children choose from a good range of mark making materials. They choose different colours for colouring and for drawing and pencil control is good. Children are encouraged to engage in conversation at all times. They are eager to share information and are learning to listen to others and give others the time to speak. Children repeat situations familiar to them as they use domestic play resources and pretend to be mum and dad. Very young children are encouraged to verbalise their wants, and the childminder interprets the tone of their voices and facial expressions to ensure that their needs are met.

Children benefit from learning and play opportunities outside and through outings. Visits are periodically organised to a museum and soft play centre and as part of weekly routines they enjoy playing at the park and at a parent and toddler group. They explore the local environment and enjoy walks at a local nature reserve. Trips to town are arranged as the children cared for live in a very rural location. At the childminder's home, they have access to a climbing frame, swings, slides, sit and ride toys and a scooter. Children develop good manipulative skills as they play with posting and stacking toys, construction toys and writing materials. They choose and name colours as they play with toys and as they draw and paint. Children collect natural resources for collage activities, for example, leaves and bark. They sing and dance and play musical instruments.

Children are happy and settled and the childminder ensures that they gain an awareness that although they are cared for as individuals, they are not cared for in isolation and so need to be aware of the needs of others. Children learn how to keep themselves safe and how to protect their own health. They learn why they must hold hands or hold on to the buggy when out walking and the childminder asks open-ended questions to encourage discussion about road safety. She takes positive steps to safeguard children and promote their welfare because she has a clear understanding of child protection procedures. Children understand and adopt healthy habits such as good hygiene practices.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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](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