

## Inspection report for early years provision

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<b>Unique reference number</b>	134356
<b>Inspection date</b>	09/02/2009
<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 1998. She lives in Witney with her husband and three children, aged 15, 13 and 11. The whole ground floor of the childminder's house is available for childminding. There is a fully enclosed garden available for outdoor play. Access to the provision includes one step to the back and front doors. The family has a dog.

The childminder offers care on a daily basis and drives to local schools to take and collect children. She is registered on the Early Years Register to care for three children and is currently minding six children on a part-time basis. She is also registered on the compulsory and voluntary parts of the Childcare Register to care for older children and currently has eight children on roll. She supports children who speak English as an additional language.

The childminder is a member of the TRIO Childminding Network and the National Childminding Association.

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

Overall the quality of the provision is satisfactory. Suitable partnerships with parents and other settings which children attend ensure that the childminder has appropriate knowledge of children's individual needs and is able to include them equally within her setting. Children have access to a range of resources and experiences to help them make sound progress towards the early learning goals, although the childminder's organisation limits quality time to support children's learning and play. Children are generally safe and well cared for but the childminder does not always closely supervise the family dog which compromises their health and safety. The childminder evaluates her practice appropriately against the Early Years Foundation Stage framework, updating her policies and procedures where necessary.

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

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

- ensure that the setting's policy to never leave the dog unsupervised with children is strictly adhered to at all times to reduce any risks to children's health and safety
- consider ways to spend more time actively supporting children's play and learning.

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

The childminder regularly communicates with parents ensuring that they have daily information about their children's time with her. She welcomes parents' phone calls

during the day and enables them to speak to their children if they wish. A wide range of written information is available to parents when they first enquire about a place for their child and the childminder gathers appropriate information about children's individual needs. Parents receive some verbal feedback about their children's progress towards the early learning goals and the childminder liaises with other settings which children attend to provide some continuity in their care and learning. Such partnerships help the childminder to include all children equally in her setting as she is aware of their individual needs and requirements. The childminder creates a comfortable environment for children's play with a wide range of toys in labelled trays, some of which are accessible to children. A safe and enclosed garden with a covered patio area provides a suitable outdoor play area with a variety of equipment and resources. The childminder supervises children's activities and ensures that they all have suitable toys to play with but spends little time actively involved in supporting and developing their play and learning. A wide range of newly updated policies and procedures are in place and most work well in practice. However, the childminder does not strictly adhere to her policy to never leave children unattended at any time with the family dog. There are times when she does not directly supervise the dog with the children which compromises their safety. The dog sometimes picks up children's toys in its mouth and the childminder is not always aware of this, which increases risks to children's health. The childminder has a sound understanding of safeguarding procedures and has a comprehensive policy in place. She ensures that all household members have appropriate background checks. She evaluates her practice by ensuring she meets all the requirements of the Early Years Foundation Stage and introduces new procedures where appropriate, such as carrying a card on outings with emergency details. She actively seeks feedback from parents to support her self-evaluation and they state that they are happy with her care of their children.

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

Older children generally play well together as the childminder encourages them to play cooperatively and to remember manners. They help themselves to some toys and develop skills of independence, such as putting on their own shoes and taking themselves to the toilet. They enjoy playing with a toy wardrobe of clothes to dress baby dolls and they share resources well. They learn to play safely as the childminder reminds them to be considerate towards each other, such as not shutting each other's fingers in the wardrobe door. They generally behave well and are considerate towards younger children. The childminder sometimes supports their learning, for example, helping them to think about activities which take place at different times of the day, which helps them to develop a sense of time. Initial letters on their individual hand towels help children with letter recognition as the childminder encourages them to find their own. Younger children are generally settled and are forming attachments with the childminder, for example, they follow her movements and are reassured when she is near them. They respond well when the childminder sings to them, listening carefully and rocking backwards and forwards. They play with a small range of toys which the childminder ensures are within their reach. Children attend a toddler group, and also a music group which the childminder operates on four mornings each week, which helps to develop their social and creative skills. They also visit a local park and a lake which helps

them to develop their knowledge of the world around them. Older children show that they are learning about safety when away from the home as they know that they must walk up the path to the house when they get out of the childminder's minibus. They learn about health and hygiene as the childminder reminds them to wash their hands before they eat and encourages parents to provide healthy packed lunches. Younger children enjoy cuddles from the childminder while they bottle feed which helps them to feel secure. Older children know that the dog should not pick up their toys but the childminder's occasional lack of supervision of the dog compromises their health and safety. Children who speak English as an additional language receive some support from the childminder and speak English fluently. The childminder is beginning to make some records of her observations of children's progress and uses observations to help plan their next steps in learning. For example, if children are enjoying a particular activity she extends this with additional activities. She provides written daily diaries for parents which give information about activities children have taken part in and who they have played with. She provides verbal information to parents about their children's progress.

## 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>	3
How well does the provision promote inclusive practice?	3
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>	3
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?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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.