

## Inspection report for early years provision

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<b>Unique reference number</b>	EY219295
<b>Inspection date</b>	13/02/2009
<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 2001. She lives in Abingdon with her husband and 16-year-old daughter. The ground floor of the childminder's house is used for childminding, together with a first floor bedroom and bathroom. There is a fully enclosed garden available for outdoor play. The family has a dog.

The childminder offers care on a daily basis. She is registered on the Early Years Register to care for three children and is currently minding three 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 but currently has no children on roll.

The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good. Children flourish in a safe and stimulating environment, and receive effective support from the childminder which helps them make good progress towards the early learning goals. The childminder works well in partnership with parents and, as a result, is very familiar with children's individual needs, enabling her to include them fully in her setting. She makes sensible and realistic evaluations of her practice and effectively identifies areas for further improvement to benefit all children.

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

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

- continue to develop confidence in observing and assessing children's progress towards the early learning goals to further enhance their learning experiences.

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

The childminder has an effective approach to working in partnership with all parents. She offers initial visits during childminding hours welcoming parents to stay for as long as they wish so that they can see how she operates in practice. She collects information about children's individual needs and routines, keeping this close to hand until she is familiar with them. She uses daily diaries to provide all parents with information about their child's day and any observations she has made about their progress. She talks to parents regularly and makes good use of technology, such as text messages and the Internet, to talk to parents at other times of the day when it may be more convenient. Parents highly value the feedback that they receive from the childminder about their children's welfare and development. Written comments from parents are very positive and the

childminder uses these to evaluate her practice. She also uses material from the Early Years Foundation Stage pack to develop her childminding, attends additional training and shares resources and ideas for good practice with other childminders. She is successfully meeting all recommendations from the last inspection which has a positive impact on outcomes for all children. Her organisation effectively safeguards children as she ensures that there are no risks on the premises and she supervises children well. She ensures that the home is clean and keeps the family pet dog in separate areas away from the children. She has good procedures in place to deal with emergencies and has a sound understanding of safeguarding children issues. She ensures that all household members have appropriate background checks. She ensures that parents are aware of her policies and procedures and that they work well in practice.

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

Children enter the setting happily and quickly settle to the activities already set out. A very attractive play room with easily accessible toys and child-sized furniture provides a comfortable and stimulating environment. Children respond very well to the childminder's warm welcome and friendly manner. They play well together and have lots of opportunities to socialise with other children outside of the setting as the childminder has strong links with other childminders and they often spend time together. Children learn about positive behaviour as the childminder gently reminds them of household rules, such as not using crayons on the play room walls. They become engrossed using crayons to make pictures and are able to concentrate for sustained periods. The childminder helps to extend their play by encouraging them to draw around her hands and to find different colours. Children receive effective support to develop their communication skills as the childminder has a good understanding of the words that they try to use and repeats them in their correct format. Children snuggle up to the childminder on the sofa to listen to a story; she ensures that they can all see the pictures and she includes them all in discussions by directing questions to each of them. They enjoy exploring a range of good quality toys including puzzles, shape sorters and toys which have handles, doors and buttons to press, which helps them to develop problem-solving skills. They play outdoors on a daily basis or indoors with tents and tunnels if the weather is poor, ensuring that they have good opportunities for exercise. They develop an understanding of the world around them as the childminder involves them in interesting activities, such as planting flowers in Wellington boots which they display at the front of the house. They are developing a good understanding of safety issues as the childminder encourages them to hold hands when away from the premises and to tidy up toys to keep the play room safe. They learn about good hygiene practices as the childminder invites them all to help wipe the table before lunch. They do this keenly which helps to develop their independence and self-esteem. Children benefit greatly from the childminder's enthusiastic approach as she spends most of her time playing with them, talking to them and helping them to develop their skills and learning. Her knowledge of children's individual needs helps her to support them in the most appropriate way. For example, she knows which activities children enjoy and what they feel comfortable with, sensitively helping them to respond positively to new experiences. She observes and assesses children's progress towards the early learning goals and

identifies appropriate next steps in their learning. She would like to develop her confidence in this area to further enhance learning opportunities for children.

## 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.	2

### 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?	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **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.