

## Inspection report for early years provision

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<b>Unique reference number</b>	EY385881
<b>Inspection date</b>	01/06/2009
<b>Inspector</b>	Jan Leo
<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 registered in 2008. He is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder lives with his wife and two children, aged three and five years, in the village of Iffley close to the centre of Oxford. The home is readily accessible and within easy travelling distance of local shops, schools and parks. The whole house is registered for minding though the top floor is not usually in use by children. There is an enclosed garden for outdoor play. The childminder's registration permits him to care for up to four children under the age of eight years at any one time and he currently looks after a one year old on a part time basis.

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

Overall the quality of the provision is good. The childminder forms very close bonds with the children and supports their learning and development well to keep them stimulated and happy throughout the day. He has a firm understanding of how children learn and competently adapts the activities and environment to suit children's individual needs and ability. The childminder is a good role model, providing clear and consistent messages to ensure children know what to expect and become sociable and confident members of the household. Most of the documentation is informative for parents and well thought through to successfully support practice and create an effective and professional service. However, some paperwork currently lacks detail to be of full value. The childminder is committed to raising standards and routinely seeks advice, guidance, and the opinion of parents to develop good practice and improve the quality of care for children.

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

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

- record children's next steps to assist families in continuing learning at home and help ensure unexpected learning opportunities are consistently extended to maximum value
- include full and accurate details in documents to ensure records clearly show when minding responsibilities begin and end, and contact details for child protection referrals are easily available.

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

The childminder has a secure understanding of how to safeguard children from harm and effective procedures to review and reduce hazards. This helps the children develop an understanding of danger and learn to keep themselves safe. For example, the childminder completes detailed risk assessments covering all aspects of his service both on and off site, children follow the Footsteps programme to learn about road safety, and the exit door is chained to maintain

security when left ajar to increase air flow on hot days. The children receive a high level of supervision at all times and there is a clear policy to inform parents and carers of the child protection procedures. There is currently no record of the contact number to use when making a referral causing unnecessary delays if concerns arise.

Parents and carers have free access to all essential information about how the setting operates and their children's progress. A well placed notice board displays the certificate of registration, insurance details and Ofsted contact number to ensure parents are aware of necessary details and can pass on their thoughts about the service they receive. Parents give their views about the setting via a questionnaire and informal discussion to become involved in improvements. In addition, the childminder develops an effective two way communication system with parents to keep care arrangements updated, appropriate and effective.

The childminder reflects on his service and judges the success by how children react. He works with childcare advisors to formulate workable systems and procedures, most of which are well thought through and easy to understand. The daily attendance record is up to date but does not contain accurate arrival and departure times to provide a clear record of when minding arrangements begin and end.

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

Children enjoy a varied day including both indoor and outdoor activities, visits to children's groups to extend their social circle, and opportunities to pursue their own interests at will. The childminder arranges the home to assist early walkers, providing well spaced, low level resources to help toddlers move around more easily.

Children use a wide range of age appropriate resources to develop their skills and the childminder generally extends all areas of learning successfully as children play freely. For example, very young children sit for a snack of Shreddies to practise feeding themselves with a spoon and develop their independence. The childminder sits with the children to give encouragement and suggests 'how about putting them in the bowl' when they all end up on the tray of the high chair. Children learn to listen to instructions and follow them willingly. They develop a broader vocabulary because the childminder speaks in simple sentences and they feel special as they receive recognition for their achievements.

Children have creative freedom when drawing pictures, exploring mark making by scribbling lines and dotting ink on the paper. They have opportunities to try things for themselves, handling books to become familiar with turning pages and enjoying 'closeness' with the childminder while listening to stories and learning to value group activities.

The childminder obtains full information about children's starting points and observes what they do in order to plan suitable activities to help them progress. The learning programme is individual to each child in order to help them overcome

particular hurdles and develop at their own rate. The childminder has a very good understanding of how children learn and he endeavours to link learning within practical activities to ensure it remains relevant and interesting. He has clear aims for children's next steps, drawn from observations and evaluation of the success of activities previously undertaken. However, he does not record next steps for families to see in order to help them continue learning at home. In addition, whilst the childminder remembers most of his aims, he misses some learning opportunities. For example, he stood four thick pens upright on the tray of the highchair to show a toddler but omitted to count them to familiarise the child to mathematical language and counting.

The children play exceptionally well together because they have a good role model to follow and a calm and welcoming environment where they feel fully included. They show great interest in things around them, trying different equipment out to see what it does and demonstrating pleasure in their own achievements. The children use appropriate resources for their age and ability to ensure they have increased challenges to continue their development. As a result, the children make good progress and thoroughly enjoy their day.

## 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

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## **Annex B: the Childcare Register**

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

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