

## Inspection report for early years provision

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<b>Unique reference number</b>	EY306354
<b>Inspection date</b>	02/12/2009
<b>Inspector</b>	Saida Cummings
<b>Type of setting</b>	Childminder

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 2005 and lives with her family in a residential area situated on the outskirts of Banbury, Oxfordshire. There are local shops, parks, playing fields, day care settings and schools within walking distance. The childminder is able to take and collect children from local schools and day care settings. Children are taken on local visits and outings.

The main areas used for childminding are situated on the ground floor, with bathroom and sleeping facilities available on the first floor. There is a fully enclosed rear garden available for outdoor play. The childminder is registered to care for four children at any one time and there are currently two children on roll within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also cares for older children. This provision is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association (NCMA). She is also a member of the 'Trio' childminding network.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's learning and development are well-promoted in a stimulating and homely environment. There is a clear focus on inclusion and the childminder ensures activities are adapted so that individual children are given many opportunities to participate at their own level. Children's welfare is successfully promoted in a safe, friendly and homely environment, with the exception of some minor weaknesses. The childminder works in partnership with parents and carers to ensure that each individual child's needs and routines are met. Although the childminder has started systems for self-evaluation, these are not yet sufficiently robust to ensure she is able to make continuous improvements in all areas.

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

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

- improve safety procedures by ensuring parental consents for outings are obtained for all children and that the emergency evacuation is regularly practised
- develop the self-evaluation system further to ensure priorities for making continuous improvements in all areas are identified and implemented.

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

Children are safeguarded as the childminder has a good understanding of child protection procedures. She understands her role in child protection, is aware of the

Local Safeguarding Children Board guidance and is able to put effective procedures into practice when necessary. Risks of accidental injury to children are effectively minimised because the childminder constantly completes visual safety checks and takes immediate action to ensure children are kept safe and secure in everything they do. The childminder completes detailed and thorough risk assessments which include all the indoor, outdoor areas and for each type of outing. However, although she has appropriate systems in place for taking children on outings, she has not obtained written parental consents for all the children to ensure they are fully protected. The effective policies and procedures work in practice to safeguard children and promote their health and well-being.

Children's care is enhanced because of the childminder's knowledge and understanding of how young children learn and develop. She has completed a Level 3 qualification in childcare and has experience of working with children of all ages. The childminder is committed to developing her knowledge and experience and has attended several appropriate training courses. She has made good progress since the last inspection and this reflects the childminder's commitment to making continual improvements to her practice through training and improving her knowledge of current early childhood initiatives. Self-assessment is evident in the childminder's practice and she has a clear vision for high quality and inclusive care. She shows an understanding of the evaluation process, although this is still under development. The process for identifying priorities for making improvements in all areas is not yet fully developed.

Children are cared for in a warm, friendly and welcoming environment as the childminder ensures she plans the childminding sessions to meet their individual needs and their preferences. They enjoy good interaction with the childminder as she organises her time during sessions to be able to adapt to their particular needs and routines. Children are comfortable in the well-resourced and organised surroundings which are made accessible and welcoming to them. The childminder has developed warm and friendly working relationships with parents and carers. She has effective systems for gathering relevant information from parents and carers when children first start attending to ensure individual children's routines are adhered to. Parents and carers are provided with good quality information which includes access to an information pack which details how the children are cared for and how they are helped to extend their knowledge and skills. They are kept well-informed of how their children have spent their day through daily verbal and written communication. The childminder has started making links with other settings in the local area and will be extending this to ensure this is pertaining to individual children's progress. She is effective in ensuring that the organisation of her childminding service promotes positive outcomes for children. The childminder provides a family friendly service, is flexible and ensures all children are fully included. She values children's thoughts, contributions and creations, and this ensures children's confidence and self-esteem are promoted well.

## **The quality and standards of the early years provision and outcomes for children**

Children are settled and happy within the environment. They are comfortable with the childminder and have built a warm and trusting relationship. Children are progressing well in their learning and development as they benefit from an exciting range of activities which are specifically planned to ensure individual children's preferences and needs are fully catered for. The childminder has developed a system for observing, assessing and planning appropriate activities for each child which provides them with many interesting opportunities to develop their skills. She successfully uses the Early Years Foundation Stage guidance and her knowledge of each child's stage of development to adapt and extend planned and spontaneous activities. As a result, individual children are given every opportunity to move on to the next stage in their learning and early education. Children's behaviour is well-managed and they are encouraged to take turns, share, and give consideration to each other.

Children are provided with many opportunities to explore and investigate, extend their imagination and creative skills. For example, they love to join in with baking activities, helping to mix the cake mixture whilst adding the required ingredients. They then help to make icing which they use for decorating the cup cakes. They enjoy choosing rice paper characters and placing these on top of their cakes to finish off their work. As a result, children are developing their creative and problem solving skills in a stimulating and exciting environment. Their sense of achievement is encouraged as they are very proud of their beautifully decorated cakes and enjoy eating these after their lunch. Children are all encouraged to develop their language skills through relaxed conversation with the childminder and their peers, as well as their love of story telling and singing songs. Young children are encouraged to use their vocals and experiment with sound. For example, they love to name the different play animals and try to imitate the sounds they make. Children have opportunities to extend their hand/eye co-ordination and writing skills. They enjoy using various writing materials to create their own brightly coloured pictures. They attempt to draw around some of the small play figures, concentrating whilst they hold the figure in place and carefully trace around it. As a result, children are developing their pencil control skills whilst instigating their own creations.

Children's good health and well-being is promoted as they have daily opportunities for physical indoor and outdoor activities. They relish their time playing out in the fresh air using the broad range of available resources, such as kicking balls, pedalling on wheeled toys and joining in with the water play activities. They are also able to extend their imagination whilst outdoors as they love to join in with role play activities using the wide variety of resources available in the large play house. They are also provided with many opportunities to take part in various local outings. For example, they enjoy going for local walks and visiting the soft play area where they are able to develop their climbing and jumping skills. The childminder has good procedures in place to ensure the spread of infection is minimised and children are not cared for if they have an infectious illness. Children are kept safe as the childminder ensures they are supervised at all times and

discussions are held about how they can keep themselves safe. For example, they are taught safety through everyday routines, such as being made aware of the road safety whilst out walking. However, although the childminder has developed an emergency evacuation procedure, this is not practised to ensure children's safety is fully assured.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise and implement written safeguarding and complaints procedures and ensure parents and carers are provided with copies (Providing information for parents) (also applies to the voluntary part of the Childcare Register). 22/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified under the compulsory part of the Childcare Register (Providing information to parents). 22/12/2009