

## Inspection report for early years provision

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<b>Unique reference number</b>	EY388018
<b>Inspection date</b>	17/08/2009
<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 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 2009. She lives in Bicester with her husband and four children aged 13, 11, nine and one. The whole ground floor of the childminder's house is used for childminding, together with a second-floor landing for sleeping young children. There is a fully enclosed garden available for outdoor play. The family has a rabbit.

The childminder offers care on a daily basis. She is registered to care for a maximum of five children under eight at any one time, of whom no more than two may be in the early years age range. She is currently minding one child on the Early Years Register on a part-time basis. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She supports children who speak English as an additional language.

The childminder is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder meets children's welfare needs effectively and is developing appropriate partnerships with parents. An adequate range of resources and experiences help children to make some progress towards the early learning goals. The childminder's positive approach to inclusion ensures that all families feel welcome although resources do not effectively reflect diversity. Self-evaluation procedures are adequate although they do not identify some areas for improvement, particularly regarding some paperwork and procedures.

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

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

- plan and provide a wider range of activities and resources to broaden children's learning experiences both indoors and outdoors
- increase the range of resources which reflect diversity to help children gain a positive attitude towards people who are different to themselves
- review fire evacuation procedures to ensure the safety of all persons on the premises.

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation)
- display the certificate of registration (Documentation;

31/08/2009

17/08/2009

also applies to both parts of the Childcare Register).

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

The childminder has a positive approach to inclusion. She gathers good information about children's individual backgrounds, such as routines, likes and dislikes, home languages and customs, so that she is able to effectively support their welfare needs. She has some books which reflect different backgrounds but these are limited and there are no other resources reflecting diversity which limits opportunities for children to begin to appreciate differences in others. She includes minded children fully alongside her own children, although she does not rigorously plan activities to focus on their individual learning requirements. She demonstrates a suitable understanding of the theory of observing, assessing and planning for individual needs, but in practice this is not yet fully in place. She develops appropriate partnerships with parents by inviting them for initial visits when they can view her home, read her policies and certificates and begin to exchange information about their children. She talks to parents on a daily basis to keep them informed about any progress or welfare issues.

The childminder provides a safe, spacious and child-friendly home where children are able to explore freely under her close supervision. However, procedures are not always rigorous. The childminder is not fully confident about procedures to follow in the event of a fire, particularly when evacuating children from the second floor which she currently uses for sleeping. In addition, although the home is safe, the childminder does not keep a record of her risk assessments and does not display her registration certificate; these are breaches of regulation. Other regulatory documentation is in place as well as a range of written policies, which work at least satisfactorily in practice. The childminder demonstrates a sound understanding of safeguarding children procedures, such as ensuring all household members have appropriate background checks, and contacting the appropriate authorities if she has concerns about a child.

The childminder is beginning to evaluate her practice and accurately identifies the planning of activities as an area for further development. She has not identified some other areas for development but is willing to make further improvements. She receives positive feedback from parents who state that they are happy with her care of their children.

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

Young children show that they are settled with the childminder, turning to her for comfort and enjoying cuddles. They freely explore the toys available and the home environment, supported appropriately by the childminder who supervises them closely. They begin to learn to share resources and to be kind to each other as the childminder acts as a good role model and has a calm and friendly approach. Established routines which mostly follow the children's home routines help them to feel secure. For example, the childminder's familiarity with sleeping routines help

children to settle to sleep in a different environment, and her familiarity with feeding routines and children's diets ensure that they have healthy food and drink when they need it.

Children have good opportunities to be physically active indoors as they crawl, use the furniture to 'cruise' and the childminder supports them carefully when they try to climb. Outdoor experiences are rather limited although children do have some opportunities to visit the local Children's Centre and go on local walks. They sometimes play in the garden where they enjoy being pushed around in ride on toys or exploring a pop-up tent.

Indoors children become engaged exploring a bead toy and the childminder helps them to push the beads around and to watch what the beads do. They enjoy exploring some accessible toys in the living room, such as a textured ball, some wooden bricks, musical toys and dolls. Resources keep children sufficiently engaged but the childminder does not currently plan specific activities to extend their learning in different areas. This limits the progress that they can make towards the early learning goals. The childminder demonstrates some understanding of the Early Years Foundation Stage and uses the guidance for reference. She intends to use a 'look, listen and note' approach to assessing children's progress and to plan play experiences based on children's individual needs.

## 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>	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?	3
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?	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:

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:

- take action as specified in the early years section of the report (Certificate of Registration). 17/08/2009
- devise a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register (Procedures for dealing with complaints). 31/08/2009

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 in the early years section of the report (Certificate of Registration). 17/08/2009
- devise a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register (Procedures for dealing with complaints). 31/08/2009