

## Inspection report for early years provision

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<b>Unique reference number</b>	EY330169
<b>Inspection date</b>	14/10/2009
<b>Inspector</b>	Karen Louise Prager

<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 2006. She lives in Oxford with her family. The whole ground floor of the childminder's house, together with a first floor bedroom, bathroom and toilet, is available for childminding. There is a fully enclosed garden available for outdoor play. The childminder walks to the local school to take and collect children. She attends the local toddler group, takes children to the local library and to the local park. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for six children under eight years at any one time, three of whom may be in the Early Years age range. She is currently minding three children within the early years age range all of whom attend on a part time basis. The childminder supports children who speak English as an additional language. She is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children settle well and feel secure in the warm and inclusive environment the childminder provides. The childminder has a good understanding of child development and uses effective strategies to enable children to make good progress in their learning and development. The positive partnership with parents enables children's individual needs to be effectively met. The childminder undertakes regular self-reflection and training to continuously improve the quality of provision for children and their families.

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

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

- develop further ways of embracing all children's home cultures and languages

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

Children are cared for by a childminder who is well organised and focused on improving outcomes for children. Children's risk of harm from others is minimised as the childminder has attended safeguarding training and has a good understanding of her role in protecting children. Required paperwork is in place and written policies are shared with parents. They are also informed of who currently lives in the home and of any accidents or incidents regarding their children. The childminder maintains a record of the risk assessments that she has undertaken and first aid training is kept up to date. There are good systems in place with regard to self-evaluation of the provision and the childminder adjusts her practice to ensure all children's needs are met and responds to parents'

comments about her provision. The systems in place also include the identification of the setting's strengths and areas for further improvement on an ongoing basis. The childminder demonstrates a strong commitment to building on her good practice. She is currently studying for a level 3 qualification in childcare and also attends a large number of short courses.

Children access resources easily within the home. The childminder also responds promptly to requests from young children to go outside and takes them on outings around the locality where they are able to further explore and discover. The childminder has an inclusive setting where she welcomes all children. There are strong relationships between the childminder and the parents and information sharing is highly valued by the childminder. She seeks information about children's language, culture and religious backgrounds and discusses their developmental stage and home routines with parents. This helps her provide care and activities that meet children's needs well. The childminder has a good understanding of the need to liaise with other settings providing for the children in the Early Years Foundation Stage. Parents are kept informed about their child's ongoing progression in their learning and development.

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

Children are happy and settled and have formed good relationships with the childminder. Through sensitive observations and assessments of their needs and interests she adjusts her provision for children. This ensures that children's needs and interests are well met and they make good progress in their learning and development. Children are motivated to explore the home and resources, which are accessible in the childminder's living room. Young children show they feel safe as they move confidently round the home. The childminder provides close supervision and gently shows children what is expected of them. This develops appropriate behaviour in children, encouraging them to make appropriate choices and enables children to begin to keep themselves safe. Children are encouraged to explore their surroundings, and are well supported in this. For example, they handle a set of woven, lidded pots and discover, with modelling from the childminder, that the lids may be removed and replaced. They ask to be lifted to watch cars and people passing the garden and this helps them to develop their understanding of the world about them. Older children are supported in their love of playing the drums and they explore mark making on the chalk board. The childminder uses observation effectively to plan for children's next steps, for example, when washing hands the childminder becomes aware that water is interesting a child and this is noted for further development and exploration. The childminder supports all children who do not have English as a first language effectively, and some are supported very well. She uses some clear gestures so that children come to know what is expected and has some discussion with parents regarding their children's home background. However, systems to ensure all children's cultures and languages are embraced are not always implemented promptly enough. Children are cared for in a clean home that is adjusted to meet children's needs. Food is provided by parents and is offered in suitable quantities and at regular intervals, thus meeting children's dietary requirements. Drinks are

also available ensuring children do not get thirsty. The childminder sits with children as they eat, gently talking or looking at a book together to make this a pleasurable time.

## 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: Met

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