

Inspection report for early years provision

Unique reference number	133376
Inspection date	14/12/2009
Inspector	Hilary Elizabeth Tierney
Type of setting	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.

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Description of the childminding

The childminder was registered in 1995. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and three children aged 17, 11 and six years in the residential area of Marcham, near Abingdon in Oxfordshire. The whole of the ground floor and the first floor bathroom are used for childminding and there is a fully enclosed garden for outside play. The family have a dog and three cats as pets.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years to 11 years. The childminder also cares for one child over eight years of age. The childminder walks to local schools to take and collect children. She takes children to the local library, the park and shops. The childminder has partnership arrangements with other early years settings, including Marcham Pre-school and Longworth Pre-school.

The childminder holds a home-based Childminding Practice qualification. She is a member of the National Childminding Association and of a local childminder support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are content and happy within the childminder's setting. They are confident, feel safe and have settled well. Their individual needs are met adequately and all children are able to make choices and decisions for themselves. The childminder has developed satisfactory relationships with parents and regular information is shared with them. The self-evaluation process has been started, but the childminder has not fully identified areas for improvement consequently improvement to the practice is limited.

What steps need to be taken to improve provision further?

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

- take necessary steps to prevent the spread of infection and take appropriate action when children are ill (Safeguarding and promoting children's welfare) 30/12/2009

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

- ensure accurate records of children's daily attendance are kept

- develop the links between sensitive observational assessments and planning of activities that include children's interests, so support and extension can be provided to help in children's learning and continue to meet all their individual needs
- consider evaluation of practice and the use of self-evaluation as the basis for ongoing improvement.

The effectiveness of leadership and management of the early years provision

Children are safeguarded adequately. The childminder is clear about the procedures to follow in the event of having any concerns about children in her care and if any allegations were made against herself or any members of the household. She supervises children satisfactorily and teaches them to keep safe. For example, the childminder explains to children the consequences of their actions if they do something, such as, climbing on the settee; they may fall and hurt themselves. Safety gates prevent access to areas unsupervised and the front door remains locked when children are present. Basic risk assessments are in place and cover all aspects of the environment. Regular fire drills are completed and clear records are kept. Records of children's attendance are kept, but the childminder tends to complete these at the end of the day or when the child leaves, not when children arrive and leave the premises.

The childminder demonstrates a basic knowledge and understanding regarding how she would offer support to children who attend with English as an additional language or with special educational needs and/or disabilities. Resources are in easy reach for all children and reflect the diversity within the community. Children are able to make choices and decisions for themselves and the childminder ensures they are all included in the activities. For example, children are observed building towers with bricks and the youngest children sit nearby and watch the older children. Outings around the local area help children learn about the world around them. The childminder has started to complete observations on children and she completes these monthly. However, she has not started to identify children's interests or next steps fully so she can link these to the general planning of activities to provide support and extension to help children in their learning and development. The childminder has attempted to start the self-evaluation process, but she has not evaluated her practice thoroughly, although, through discussion, she is able to identify some areas for improvement.

The partnership with parents has developed satisfactorily and regular information is shared with them through daily diaries for the younger children or information books for the older children. Newsletters are produced and inform parents of the coming events, verbal information is shared with parents when they arrive and leave their children. Written policies and procedures are shared with them and necessary written parental permissions are all in place. The partnership with other early years settings is in its infancy and the childminder is starting to link with the settings children attend through the information books she uses with parents.

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

Children are happy, content, confident and new children have settled quickly with the childminder. Children are able to make choices and they interact with each other and family members well. They enjoy their play and are developing skills for the future, such as, counting and language skills and learning to share and take turns. The childminder provides a suitable, varied range of activities for the children to take part in and children are observed having a lovely time developing their imagination through role play. Children are observed pretending to be at the doctors because they were 'ill'. They are observed 'calling' the doctors and their parents to tell them they are 'sick'. Children enjoy looking at books alone and together with the childminder; they listen to the stories and take part when they know the part of the story. Children are beginning to learn and develop their counting skills and the childminder asks open questions to help them think and problem solve. For example, children are observed taking part in a craft activity where they are able to design pictures for themselves with little help from the childminder. She provides them with a selection of items such as, glitter, feathers, felt and other items. The children take pride in their work and proudly show off what they have created. Children enjoy taking part in dancing and singing to music and have a lovely time listening to the music on the television. Children are developing an understanding about how to share and take turns, make friends and interact with each other as they play games and develop games for themselves. Children are observed having a great time as they make a den and sit hiding under it. They sit and have a 'picnic' together. They chat happily as they play. Interactions between the children and childminder are satisfactory. The childminder ensures she includes all children and the activities are adapted so the younger children are able to take part according to their abilities. The childminder is caring, calm and shows affection towards the children as they interact together. The children respond to her with good behaviour and understand the rules of the home.

Children are beginning to learn about healthy lifestyles. They enjoy outside play in the garden, outings to the park and walks to the local areas. They understand about hand washing and use paper hand towels for drying their hands. Suitable nappy changing procedures are in place and the childminder ensures she disposes of them immediately. The childminder ensures she washes her hands after changing nappies and before preparing food. The childminder has a clear sick child policy; however, this is not followed in practice. The childminder did mind children when both herself and her daughter were unwell. Parents were not contacted to inform them the childminder was ill and their children attended as normal. This means the childminder is not taking appropriate action to help prevent the spread of infection. Clear accident and medication books are kept and shared with parents on the day. Written parental permission is in place to enable the childminder to obtain emergency medical advice or treatment if required. Children sit well at both snack and lunch time and enjoy the healthy food provided. Children have easy access to drinking water throughout the 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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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