

Inspection report for early years provision

Unique reference number	EY390329
Inspection date	11/11/2009
Inspector	Rachel Edwards
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 registered in 2009. She lives with her husband and three children, aged 13, 12 and 10 years, on a residential estate in Cowley, Oxford.

The property is on a level plot with a slight slope leading down to the front door. Parking is available in the road outside. The children use the ground floor of the home for play, and rest or sleep in a bedroom upstairs. They have access to a rear garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years, of whom three may be in the early years age range. She currently has three children on roll, all of whom are in the early years range. She makes use of local facilities, including parks and a family centre, and walks to nearby schools and pre-schools to take and collect children. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a loving family environment for the children in her care. They are very settled and enjoy a range of activities that help them make satisfactory progress in their learning. The childminder works well with parents and carers to make sure that children's welfare needs are met. She helps keep children healthy and generally safe, although she is not sufficiently vigilant at all times. She is currently working towards a level 3 childcare qualification, which demonstrates her commitment to further improving her knowledge and the care she provides.

What steps need to be taken to improve provision further?

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

- ensure that all reasonable steps have been taken to minimise hazards to children, including broken glass in the garden, the security of the house at all times, access to cleaning products and a broken light fitting (Suitable premises, environment and equipment).
- 30/11/2009

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

- improve the garden to provide children with a safe and inviting place to learn through play
- allow children greater freedom to follow their own interests so there is a better balance between adult and child initiated play

- develop effective links with other settings that children attend to ensure consistency in their care and learning

The effectiveness of leadership and management of the early years provision

The childminder is generally well organised and has a range of detailed written policies and procedures to guide her practice and inform parents of how she works. All adults in the household are suitably checked and vetted. The childminder fully understands her responsibility to protect children from abuse and neglect and she has clearly defined procedures to follow should she have concerns for their welfare. She has carried out risk assessments of her home and garden but she has not taken action to promptly minimise all hazards, for example, by immediately clearing glass from a broken shed window and checking that other family members have not left the front door unlocked.

Children play with a somewhat limited range of suitable toys, which they are able to select for themselves. The childminder makes good use of other local facilities, for example, she takes children to the family centre twice each week, where there is a wider selection of toys and activities on offer. Here, she also meets with other childminders and development workers, where they exchange new ideas for good practice.

The childminder works closely with parents and carers to find out about children's needs and interests and this helps her treat each child as an individual. Parents speak highly of the service she provides, especially the warm relationship she has with the children. She acknowledges and helps children celebrate the different backgrounds that they come from, which helps them develop a feeling of self-worth. She has yet to develop effective links with other settings that children attend to help provide a consistent approach to their care and learning.

The childminder reflects on what she does and is aware of her strengths and some areas for development, although she has not taken sufficient steps to minimise all risks to children. However, she does have realistic plans to improve her provision, for example, by developing her garden when funds allow. She has just started working towards a level 3 in childcare, which will increase her knowledge and benefit the children.

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

Children are happy and settled in the childminder's care. They feel secure and demonstrate this as they move confidently around the home, choosing things they want and seeking comfort and help from the childminder when they need it. She is exceptionally good at building children's self-esteem, while gently but firmly insisting on good behaviour and politeness from the children. As a result, children learn to play co-operatively and understand the boundaries for acceptable behaviour. Children receive a great deal of praise and encouragement, which

makes them confident to try new activities and gives them pride in their achievements.

Children's communication skills are well supported; they are encouraged to talk about what they are doing, enjoy stories and rhymes and there is a great deal of singing and musical activities. Children greatly enjoy making up songs, which the childminder demonstrates how to do and then encourages them to try themselves, with great success. She continues to build their self-esteem by carrying on singing their songs long after the activity has finished. They begin to make marks through painting and drawing but they do not have free access to writing materials at all times to encourage their early writing skills.

Children count, sort and experiment with mathematical ideas through play and the daily routine. For example, they discuss who will finish lunch first or second. They count bricks or pieces of orange and the childminder helps them understand what will happen as they add or take pieces away. Children enjoy playing outside, for example, with water and a pretend kitchen but the childminder does not use this area freely or imaginatively for a range of activities across all areas of learning, which would benefit the children.

The childminder keeps a record of children's involvement in activities and this is illustrated with photographs and text explaining what children are learning from the activity. She has a good understanding of how children progress towards the early learning goals in the different areas of learning. She does not, however, note what really interests and motivates each child so many activities are initiated by the childminder and are not based on children's own interests. This results in them being less engaged and hence making less progress.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
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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