

Inspection report for early years provision

Unique reference number 133797
Inspection date 30/03/2010
Inspector Doreen Forsyth

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.

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 1997. She lives with her husband and two sons in a semi-detached home in Didcot, Oxfordshire. All of the home may be used for childminding, there is an enclosed rear garden available for children's outside play.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for up to six children under the age of eight at any one time, of these, three may be in the early years age range. Currently there are seven children on roll, of these, two are in the early years age range. They all attend on a part-time basis.

The childminder is a member of the National Childminding Association, the family have a pet fish.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This very experienced childminder offers children homely and efficient care. She recognises that each child is unique and has individual needs. She works very closely with parents to ensure that their children are well supported, their individual needs met and that their welfare is promoted. Children are learning and developing well as they take part in a range of age-appropriate activities that are aimed to encourage their development. The childminder has started to assess the quality of the provision she offers, she is aware of the strengths in the provision and some areas for future improvement. She had met the recommendation set at the last inspection.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment clearly shows when it was carried out, by whom, a date for review and any action to be taken following a review or incident (W4 Organisation) (also applies to the Childcare Register section of the report) 30/04/2010

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

- link the observations made on the children's progress to the early learning goals to ensure that all the areas of learning are well promoted.

The effectiveness of leadership and management of the early years provision

The childminder protects children and promotes their safety. She and her husband have been suitably vetted, her eldest son is now 16 and under going vetting procedures. She ensures that any unvetted adults do not have unsupervised access to the children. Most of the records, policies and procedures that are necessary for the safe and efficient management of the Early Years Foundation Stage are in place. However the risk assessments are not signed, or dated and do not show a date for review which is a requirement of the Early Years Foundation Stage. The childminder is very confident in the procedures she would follow if she has any child protection concerns and she shares the written safeguarding policies with parents.

The children play throughout the ground floor of the home. The home is warm, welcoming and kept secure. There is an accessible ground floor toilet. Children use the dedicated playroom where most of the toys are stored. The toys are kept on low level shelves or on the floor in clear boxes so that the children can easily select what they wish to play with; this promotes their independence. In suitable weather children can easily access the safe, enclosed rear garden. The childminder has risk assessed her home and garden well, enabling her to identify and minimise any potential hazards.

All children are made welcome and are valued by the childminder whatever their backgrounds; she strives to provide inclusive practice where all children's individual needs are met. The childminder builds a strong partnership with parents. She continually exchanges information with them about the children's activities and achievements often in daily telephone calls. She is aware that if necessary she must link with other carers and professionals to meet the children's individual needs. Recently the childminder has started a more formal process of self-evaluation. She plans to attend relevant training and has identified other targets for future improvement, such as providing more messy play activities.

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

The children enjoy their time with the childminder, they arrive happily and quickly settle to play with the wide range of toys that are provided for them. They are making appropriate progress in their learning and development and enjoy different outings with the childminder, such as to the library, to a music group and to a childminder's drop in group. These help children to learn to interact with other adults and children, developing their social skills. The childminder observes the children's play and records and assesses their progress in attractively kept scrapbooks and in diaries. These are shared with parents who can add to the records if they wish. The observations made are not linked to the six areas of learning and, therefore, do not fully ensure all the areas of learning are well promoted.

The childminder has a very close warm relationship with the children, they feel safe and confident in her care and secure in the daily routines. She closely supervises them and joins in their play. The childminder allows them to freely explore the resources and their environment. She continually asks appropriate questions and talks to them, this encourages their communication skills. When playing with playdough the children concentrated well, exploring the feel and even the 'taste' of playdough. Most of the meals and snacks are prepared by the children's parents; the childminder ensures they have sufficient balanced and nutritious meals and can always access their own drinks. She helps children to begin to develop appropriate hygiene routines, such as ensuring their hands are clean before eating. They have good opportunities to play in the fresh air and to develop their physical skills. When it is not suitable for the children to play in the garden, they visit a nearby play park and they walk to the local school each afternoon.

Although the children cared for are both toddlers, the childminder expects them to behave appropriately and to begin to learn to consider the needs of others and to share and take turns. Through the resources that are provided, such as dolls and books, and the activities they take part in, for example, making Easter cards, they begin to learn about the wider world and to value diversity. The childminder is helping the children to grasp the skills, such as communication and cooperation with others, that they will need in the future to support their learning.

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?	2
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?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	3
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:

- take action as specified in the Early Years section of the report (CR5 Safety and suitability of premises and equipment) 30/04/2010

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 above (CR5 Suitability and safety of premises and equipment) 30/04/2010