

## Inspection report for early years provision

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<b>Unique reference number</b>	EY403922
<b>Inspection date</b>	20/09/2010
<b>Inspector</b>	Cordalee Harrison
<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.

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## **Description of the childminding**

The childminder registered 2010. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and one child aged nine years. They live in Banbury, Oxfordshire. Childminding activities are contained to the ground floor of the childminder's home, where children have access to the playroom, living and dining rooms, toilet and washing facilities. A fully enclosed rear garden is available for the children's outside play. The childminder's home is within walking distance of local shops, parks, preschools and schools. The childminder is registered to care for a maximum of six children under eight years. Of these, not more than three may be in the early years age group and of these, not more than one may be under one year at any one time. Currently, there are two children on roll, one is in the early years age group and the other child is in the age group for the voluntary part of the Childcare Register. The family pet is a dog. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The child centred learning environment and the childminder's positive interaction with children promote their self-esteem very well. The settling-in procedure is a strong feature of the childminder's practice. It allows time for children to become familiar with their surroundings and for parents to communicate their expectations and provide all of the relevant information to promote children's welfare and learning. This enables the childminder to plan for the welfare and educational needs of children based on their individual needs and starting point. The childminder is using the process of self-evaluation effectively to improve her childcare provision. She is keen to maintain continuous improvement; thus she is working closely with the Early Years Foundation Stage Framework and guidance.

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

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

- improve children's observation records to consistently include planning for the next step in their progress
- develop strategies to communicate to parents the expectation for partnership working when children receive education and care with one than one provider

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

The childminder promotes children's learning and development to a high standard. She has secure knowledge of the Early Years Foundation Stage and guidance, and uses it to inform all areas of her childminding practice. This ensures that she makes appropriate provision to support and promote children's welfare and learning in ways that are appropriate to their stage of development. The childminder supports her provision with a number of policies that are specific to her. They relate to different aspects of safeguarding, such as child protection, management of medication and accidents, nutrition, health and hygiene and complaints. These policies provide clear guidance for parents and set the expectations for working partnership, equality and inclusion with each of them. The childminder maintains all of the required documentation to safeguard and promote children welfare accurately and up to date.

The childminder has good knowledge of the child protection element of safeguarding. She is clear about what to do if she has concerns about children's well-being. She knows that if she makes a child protection referral to Children's Services she must inform Ofsted. The child minder shares information with parents about her role to safeguard children. The childminder understands the importance of balanced and nutritious foods for children. She follows guidance issued by the government, and ensures that children's foods are low in fats and sugars and that fruit and vegetables are a regular part of their diet. The childminder keeps parents well informed about the food that she provides for children.

Children are safe and secure in the childminder's care; she uses risk assessments and daily hazard checks effectively, to create and maintain safe environments for children indoors and outside of the home. Children do not have access to substances that will harm them. Fire safety equipment including smoke detectors and a fire blanket are in place. The clean and safe environment helps children to develop their awareness of safety and to have high expectations for cleanliness. Children increase their mobility and independence as they move around freely and make use of the available space. To promote inclusion the childminder makes a wide range of good quality play resources readily accessible to all children. The childminder understands the importance of training to drive improvement. Since registration, she has registered with the Local Food Standard Agency and attended food safety training. The childminder has started to use the process of self-evaluation to identify strengths and areas for improvement in her practice. However, this is a new process and she is tentative about awarding grades to the quality of her provision. The childminder is developing very good partnerships with parents; they praise her highly and are pleased about the care and learning opportunities that she provides for children. The childminder is aware of her role to work in partnership with other practitioners and professionals. However, she has not yet developed strategies to promote this area of her practice and to inform parents of this expectation.

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

The childminder plans and delivers activities for children daily which helps them to explore all of the areas of learning through play. The childminder knows that her presence and interaction is essential to the development of young children. Therefore she organises her time and ensures that she is able to give them her time and attention in play and conversation. To promote children's communication and language she talks and listens to them. This encourages children to respond with words, and gestures. They explore books together, sing, and listen to nursery rhymes. Young children solve problems in practical ways, such as putting puzzles together, using shape sorters and learning how to make interactive play resources work.

Children develop their social skills and relationships with others in safe environments, as they visit places of interest such as the playgroup and libraries. Play in the garden, visits to parks and walks in the local area all provide a wealth of opportunities for children to promote their physical development and make connections across the other areas of learning, for example, as they use large equipment, walk, run and explore the natural world and their locality.

Children show that they feel safe and emotionally secure in the childminder's care; hugs and smiles are commonplace between the children and the childminder. She affirms children's security through the regular routines with which they become familiar; they quickly learn what to expect. Young children are developing healthy habits through practice, such as choosing fruit for snacks, and washing hands after nappy changes. Practices such as evacuating the premises regularly, and identifying safe boundaries for behaviour indoors and outside, help to develop the children's awareness of personal safety. Positive behaviour strategies help children to learn right from wrong and to consider how their behaviour affects others. The childminder is a good role model for children. Children are learning good skills for the future, e.g. social and communication skills. They behave well and use many modern play resources. They are learning to make purposeful choices about play as they develop their individual learning styles.

To promote children's learning across the curriculum the childminder observes them and uses these records, along with information from parents, as the foundation of children's developmental plans. This goes some way to ensuring that children's learning and development is individual to them and fosters equality. However, children's observation records do not include the next step to ensure that the childminder is able to monitor their progress consistently.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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