

Inspection report for early years provision

Unique reference number	133832
Inspection date	24/02/2011
Inspector	Jill Milton
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 registered in 1993 and she lives with her adult son and daughter in Kidlington. The home is within easy travelling distance of local schools and amenities. The whole of the ground floor of the home is used for childminding with access to one bedroom for daytime rest if required. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Her registration permits her to care for up to six children under eight years at any one time and of these, three may be in the early years age range. The childminder currently cares for four children in the early years age range and five older children, all on a part time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides children with a pleasant family atmosphere in a warm comfortable home. She is aware of the needs of the children in her care and she offers acceptable levels of support to their learning and development. The childminder uses her many years of childcare experience to promote the children's welfare adequately, though lapses in documentation occur, as she is not up-to-date with changes in requirements. The childminder enjoys well-established partnerships with parents and worthwhile links with other professionals caring for children from the same family.

What steps need to be taken to improve provision further?

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

- make a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident.
(Documentation)
- 24/03/2011

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

- explore ways to record children's individual development to show progress and to aid planning of the next steps
- extend the variety of snacks offered to children to encourage awareness of healthy eating.

The effectiveness of leadership and management of the early years provision

The childminder is secure in her understanding of child protection issues and she keeps useful reference materials accessible to enable her to pass on any concerns she may have for a child's welfare. In her day-to-day work, the childminder maintains a safe environment for the children and she is readily able to describe her procedures for keeping them safe from potential hazards. She does not maintain a record of risk assessments, which is a legal requirement of the Early Years Foundation Stage. The childminder makes sensible preparations when taking the children on outings, varying the venues depending on the number and ages of the minded children.

The childminder responds to recommendations from previous inspections and has improved her hygiene arrangements by ensuring children do not share towels or cot bedding. The childminder attends to any accidents children may have and she informs parents correctly. The open plan arrangement of the home means children have space to comfortably play and rest. The childminder has a broad range of good quality toys that cover all the areas of development. She introduces children to cultures and backgrounds different to their own to help them develop respect for others. The childminder ensures all children feel included in the activities and she welcomes them as they arrive. The childminder builds successful partnerships with parents, based on informal discussions. Parents speak of her flexibility in helping families meet their needs and there are associations over many years, indicating the reliability of the childminder. The childminder links effectively with staff at local schools and pre-schools. She shares information that helps children settle at new places and she records photographs of events she attends in place of parents.

The childminder attends some training courses, such as first aid or food hygiene to help her care appropriately for the children. She keeps some basic documentation, such as parental contact details and she obtains consent for her to be able to seek emergency medical treatment for the children. The childminder is beginning to use a self-evaluation form to note her strengths and areas for improvement. However, there are some gaps in her documentation and practice since the implementation of the Early Years Foundation Stage framework.

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

Children are learning to play co-operatively and enjoy being with friends at the childminder's home. The childminder offers suggestions to promote good behaviour and she distracts younger children with timely interventions. Children voice their opinions about what they would like to play and they can choose from a wide range of colourful resources. They are developing imagination as they act out scenes relating to family situations such as feeding and caring for a baby. The childminder takes part in lots of conversations with the children, supporting their

language development. Children are familiar with rhymes and they access books and mark making materials that begin to promote early literacy. Children are starting to acquire some useful skills for the future as they count and recognise numbers as they arise in play. They show an interest in technology and on seeing the inspector's computer they look for toy laptops amongst the accessible resources.

Children regularly take part in energetic play and they particularly like interactive games on the television that encourage dance and movement. They are noticing the effect of exercise on themselves as they fetch their water bottles to quench their thirst after dancing. Parents provide packed lunch boxes for the children and the childminder ensures they are stored appropriately and she helps children choose healthy items for snack time. She offers some older children attending after the school day, a basic snack though this lacks variety. Children are receiving positive messages about hygiene with routines in place for hand washing. The childminder knows when children are feeling tired and she prepares a comfortable room for a daytime sleep. Children are learning how to play safely and with the childminder's encouragement, they help to tidy up toys from the floor before dancing starts. The childminder promotes inclusion effectively and children of all ages have opportunities to use creative materials like paint. They express their own ideas and use fine paintbrushes with growing control.

The children are making steady progress with their learning and development whilst in the childminder's care. A large selection of photographs demonstrates a wide range of fun activities and achievements, which the childminder shares with parents. There are at present no individual records to track progress very clearly or aid the childminder in planning how to support the children's next steps in 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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	2
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:

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:

- keep a written statement of procedures to be followed for the protection of children (Arrangements for safeguarding children) 24/03/2011
- prepare a written statement of procedures to be followed in relation to complaints (Procedures for dealing with complaints). 24/03/2011

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 specified in the Childcare Register section of the report (Arrangements for safeguarding children) 24/03/2011
- take action as specified in the Childcare Register section of the report (Procedures for dealing with complaints). 24/03/2011