

## Inspection report for early years provision

---

<b>Unique reference number</b>	133563
<b>Inspection date</b>	03/03/2011
<b>Inspector</b>	Gill Little
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 1992. She lives near the centre of Banbury with her partner and two adult children. The ground floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outdoor play. Access to the provision includes steps into the front door. The family has a pet rat.

The childminder offers care on a daily basis, before and after school, and during school holidays. She walks to the local school to collect children. She is registered to care for a maximum of six children under eight 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 the early years age range on both full-time and part-time basis. She is registered on the compulsory and voluntary parts of the Childcare Register to care for children over five years. She currently has four children on roll in this age range.

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 satisfactory.

Children enjoy their time in this safe, welcoming and friendly setting where they are able to make sound progress in most areas of learning. Observation, assessment and planning processes are very informal and, although adequate, do not take account of the learning and development guidance set out for the Early Years Foundation Stage. This results in gaps in children's learning, such as opportunities for daily outdoor play all year round. The childminder knows children well and develops positive partnerships with parents. She shows a positive approach to developing partnerships with other early years settings who share the care of children. She has adequate plans in place to improve areas of weakness and shows some ability for continuous improvement, having met recommendations from the last inspection.

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

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

- refer to the Practice Guidance for the Early Years Foundation Stage to support observation, assessment and planning processes
- extend opportunities for children to play and learn outside on a daily basis all year round
- develop a regular two-way flow of information with other early years settings which children attend to enhance continuity and progression in their care and learning

- develop self-evaluation and quality improvement processes, assessing what the setting offers against robust and challenging criteria.

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

The childminder demonstrates a suitable awareness of safeguarding children procedures, such as possible symptoms of abuse, and will soon be attending some formal training. She ensures that all members of the household have appropriate background checks and that any visitors are supervised. She maintains regulatory documentation to a satisfactory standard and informs parents of her policies and procedures through discussion. She has a basic record of her risk assessment in place and ensures that the premises are clean, safe and secure. She provides an interesting range of easily accessible resources which children can explore freely.

The childminder actively promotes equality and diversity. She encourages children to include each other in their play and to show respect for others. She has a good understanding of children's individual welfare requirements and responds to these well, such as providing opportunities for naps and meals in accordance with their routines. She ensures that all children are making progress, although there are some weaknesses in the educational provision. Since the last inspection she has increased resources and activities promoting diversity, such as sharing relevant books and celebrating a variety of festivals.

The childminder develops positive relationships with parents keeping them well informed about their children's time with her through daily discussions. She willingly offers advice when requested and is keen to ensure consistency between the home and childminding environments. Parents comment positively about her practice stating that their children are happy and making progress. The childminder does not yet use communication systems with other early years providers to full effect but is considering how to improve this area of practice.

The childminder's self-evaluation processes are adequate although it is taking her some time to implement improvements. She is aware of most areas of weakness in her practice and is motivated to seek further improvement through training and the development of some paperwork. She is meeting recommendations set at the last inspection.

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

Children demonstrate that they feel secure and settled in this welcoming and friendly environment. They benefit from the childminder's very kind, caring and sensitive approach and as a result make good progress in their social and communication skills. They play well together most of the time, demonstrate good levels of behaviour and have a positive approach to learning. They eagerly join in with activities and are able to follow their own interests by choosing freely from

the range of toys on offer. They find some plates and cups while helping the childminder to sort out some toy boxes and decide to make some 'tea'. They benefit from the childminder's ability to extend their learning through discussion and the provision of additional resources, such as a blankets and dolls, and go on to create a picnic and to look after their 'babies'. They also enjoy activities led by the childminder, such as stories and an alphabet jigsaw, which help them to learn about initial sounds and to develop their language skills. Other activities can include growing sunflowers, painting and watching birds feeding in the garden. Children have daily opportunities for fresh air during the school run and are able to play in the garden or the local park during better weather which helps them to develop a healthy lifestyle. However, the childminder does not plan for outdoor play during the colder and wetter months which limits opportunities for children to experience first-hand contact with the weather, seasons and the natural world.

Children enjoy nutritious meals brought from home and the childminder talks to them about the importance of healthy eating. Very young children have bottles of milk in accordance with their individual needs and are able to sleep when they need to. Children learn about staying safe, such as following effective safety procedures on outings. They learn to play safely with each other as the childminder gently reminds them to be respectful and not to hurt each other.

The childminder observes children's progress informally, taking photographs of them during play and sharing these with parents. She assesses their development based on her 19 years experience of childminding and plans activities on the 'spur of the moment'. Although this approach has its benefits the childminder does not use the Early Years Foundation Stage Practice Guidance to ensure that children are progressing as they should in each area of learning. This results in some gaps in learning and a lack of considered planning for children's next steps.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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	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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## 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:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 17/03/2011
- implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by e-mail (Procedures for dealing with complaints). (also applies to the voluntary part of the Childcare Register) 17/03/2011

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 compulsory part of the Childcare register) (Arrangements for safeguarding children) 17/03/2011
- take action as specified in the compulsory part of the Childcare register) (Procedures for dealing with complaints) 17/03/2011