

Inspection report for early years provision

Unique reference number	EY415919
Inspection date	31/03/2011
Inspector	Gill Little
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 first registered in 2010. She lives in Oxford with her two children aged 13 and 11 years. The whole ground floor of the childminder's house is used for childminding. The garden area is not currently suitable for outdoor play. Access to the provision includes steps down to the property and another step into the front door.

The childminder offers care on a daily basis, before and after school, and during school holidays. She walks to the local school to take and collect children. She is registered to care for no more than four children under eight years old at any one time, of whom no more than three may be in the Early Years age range and of these no more than one may be under one year of age at any one time. She is currently minding one child in the Early Years age range on a full-time basis. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is no provision for overnight care. The childminder is a member of the National Childminding Association. She holds a Foundation degree in Families, Parenting and Communities.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make sound progress towards the early learning goals in this safe, welcoming and friendly environment. The childminder is developing a clear understanding of children's individual needs and has appropriate partnerships in place with parents. She plays with children routinely although she currently spends too much time focusing on paperwork while children are present. Children are able to develop their physical skills outdoors on a daily basis, although the childminder does not use the outdoor environment to its full potential for further learning opportunities. The childminder has a few ideas to further develop her setting and shows a positive approach to continuous improvement. Most regulatory documentation is in place.

What steps need to be taken to improve provision further?

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

- obtain written parental permission to seek any necessary emergency medical advice or treatment for each child (Safeguarding and welfare).
- 14/04/2011

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

- increase the frequency of showing an active interest in children's play in order to support and extend their thinking
- increase the use of the outdoor environment to provide a wider range of learning opportunities.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a sound understanding of procedures for safeguarding children, such as possible symptoms of abuse, how to respond to any concerns and which agencies to contact. She has appropriate background checks in place together with a valid First Aid qualification. She supervises children well and ensures that the environment is safe. She provides a suitable range of toys and resources which children can access easily and safely. She maintains most regulatory documentation to the appropriate standard although she does not have written consent for emergency medical advice or treatment from parents, which is a breach in regulation. However, she is able to contact parents quickly in the event of an emergency so at present this has minimal impact on children.

The childminder helps children to learn about diversity by providing a few resources, such as appropriate books and dolls, and by providing opportunities for them to meet other people within the local multicultural community. She is developing a clear understanding of children's individual developmental needs through initial observation and assessment procedures. She is developing positive relationships with parents and obtains useful information from them about children's educational and developmental starting points. She provides parents with appropriate information about her setting and about their children's initial progress. There are currently no children on roll attending other settings but the childminder is aware of the need to work closely with other professionals where appropriate.

The childminder has developed some areas of practice since her Registration, such as making safety improvements and becoming familiar with children's individual needs. She is motivated to seek further improvements and would like to develop her documentation with the support of her local childminding network.

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

Children are able to choose freely from the range of toys and resources on offer. They enjoy snuggling into a cosy area of the playroom to look at books and there are a range of electronic musical toys which maintain their interest for sustained periods of time. They enjoy a mark-making activity using felt tip pens to create their own pictures and they talk readily to the childminder about what they are drawing. The childminder is kind and caring, and at times engages in good quality interactions with children. However, she spends a good deal of time focusing on

paperwork which limits opportunities to actively engage in children's play and learning.

Children enjoy a range of experiences, such as singing, completing puzzles, building towers, playing with dolls, and making cakes. They visit the local park every day, usually after the afternoon school collection, where they can develop their physical skills and play with other children. However, there are a few opportunities to play outdoors at other times, and there is a limited focus on providing learning activities outdoors.

Children develop good relationships with the childminder and demonstrate that they feel safe and secure in her care. Their behaviour is good for their stage of development and the childminder acts as a positive role model. Children stay safe under the childminder's close supervision and they learn about potential dangers such as a hot oven or a busy road. The childminder provides a range of healthy foods for children's snacks and meals, including cereals, yoghurt, fruit and rice, ensuring that they have a well-balanced and nutritious diet.

The childminder is beginning to make some good quality observations of children's progress in different areas of learning. She uses the Early Years Foundation Stage guidance to help her track their development and she demonstrates a clear understanding of their individual capabilities.

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	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	3

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	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	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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