

Inspection report for early years provision

Unique reference number	EY414699
Inspection date	18/04/2011
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.

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Description of the childminding

The childminder registered in 2010. She lives with her partner and young son in the Rose Hill area of Oxford. The home is within easy travelling distance of local schools and amenities. Most of the ground floor of the home is used for childminding and some outdoor play is provided in the front garden. 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 five children under eight years at any one time; of these, two may be in the early years age range. The childminder currently cares for two children in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is developing a suitable range of policies and procedures that underpin her work with children and safeguard their welfare. She is also beginning to build partnerships with parents, and in most aspects this enables her to offer satisfactory levels of care. The children are making steady progress with their learning and development, and the childminder takes their unique needs into consideration. As she gains experience of her role, the childminder is reflecting on what is working well and gaining confidence in areas such as observing the children's learning through play.

What steps need to be taken to improve provision further?

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

- request written parental permission, at the time of admission to the provision, to the seeking of any necessary emergency medical advice or treatment so that parental views are respected (Safeguarding and promoting children's welfare).
- 18/05/2011

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

- extend the working partnership with parents by obtaining written permission for children to take part in outings
- improve the outdoor play areas of the home to provide stimulating and safe places to extend children's learning and development

The effectiveness of leadership and management of the early years provision

The childminder recognises the importance of safeguarding children, and since registering she has attended further training to extend her knowledge. She keeps a wide range of current literature to hand to enable her to seek advice if she has concerns for a child's well-being. The childminder is developing a record of risk assessments of areas of the home where children play, and noting potential safety concerns for activities using materials like sand or water. She supervises the children appropriately and provides toddlers with useful messages about tidying up toys that may cause them to trip. The childminder recognises that some areas of the home and garden are currently unsuitable for play. She provides children with space to move freely around between two rooms downstairs and this enables them to have variety in the day. A room at the front of the house offers children a comfortable and bright space in which to play. They can choose from a suitable selection of toys that broadly cover the areas of early learning and provide some positive images of cultural diversity.

The childminder is developing positive partnerships with parents. She shares information through daily conversations and via notes in a diary, so that parents know about their child's day. The childminder is sensitive to the needs of the families using her care and she takes into account their family observances and customs. However, the legal requirement to seek written parental consent for her to obtain emergency medical treatment or advice is not in place. Parents are aware that the childminder takes children out into the community during the week, although written permission for her to do this is not in writing, which is considered good practice. When the childminder collects children from nursery schools, she interacts with the staff so that she is aware of any messages for parents. She also finds out about the children's current activities to follow up with conversations and provide some knowledgeable continuity to the children's day. As the childminder gains in her understanding of the Early Years Foundation Stage, she is beginning to evaluate the activities she provides. She is making useful links with others at childminder drop-in groups, to enable her to develop ideas and extend what she offers the children at home.

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

Children enjoy choosing toys and books from the accessible selection in the main play area indoors. The childminder is aware of their current interests and she is providing items to support this. A topic on animals includes books and puppets that introduce toddlers to animal noises that they imitate, and hissing snakes and growling lions provide fun and laughter. Children have regular snacks and drinks to refresh their energy and the childminder is aware of their individual sleep patterns in the day. Although parents provide all the food for their own children, the childminder is aware of any known allergies and she promotes healthy eating with her own family to provide a suitable role model. She maintains acceptable hygiene

standards around the areas children play and she informs parents if children have an occasional accident. Daily outings into the local community enable the children to experience fresh air and an awareness of their surroundings. Regular nature walks and visits to playgrounds provide encouraging messages about active play and let children develop some physical skills. Outdoor play at the home is only provided in the front garden with a basic range of equipment and some simple gardening activities.

Children receive reminders from the childminder about being kind to each other and she steps in to ensure toddlers play fairly. The childminder is sensitive to the children's needs, offering a cuddle to a tired toddler or reassuring older children about changes to the routine of their day. She is making some observations of the children's play and is starting to link what she sees to different areas of learning. This is helping her to plan activities to support the children's progress. The childminder praises their efforts, for example, when they make marks on paper with felt pens. Children are gaining an interest in books and the childminder has flash cards to share letter shapes and sounds with those who are ready. Other key skills are supported through play with toys that introduce technology and numbers, such as toy mobile telephones. Toddlers confidently operate buttons to make a model waste collection lorry play a tune. There is a suitable balance to the week between time in the home, and visits to local groups where children often take part in music and song times. They also enjoy imaginative play at the childminder's home with a pop-up tent indoors. The childminder uses such occasions to remind the children about simple safety messages so all can play comfortably.

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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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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