

Inspection report for early years provision

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Inspection date	03/06/2011
Inspector	Jan Leo
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 1988. She lives with her husband in a residential close in a village between Oxford and Abingdon. The home is within easy walking distance of local shops, schools and preschools. The children use the ground floor of the property for play and rest, and there is an enclosed rear garden for outdoor activities.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may accept up to six children under the age of eight years at any one time, of whom three may be in the early years age group. The childminder currently cares for two children in the early years age group on a part-time or occasional basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a wonderfully stimulating setting in practice which helps children thrive and learn valuable skills for the future. The childminder is fully focused on children's individual needs and she successfully adapts her practice to suit those who attend. All aspects of health and safety are good despite shortfalls in policies and procedures which result in some breaches of specific legal requirements. There are strong partnerships with parents and children's other carers to consolidate children's learning and development and the childminder welcomes feedback about her service to help lead improvements. The childminder has years of experience to help her provide a high level of service on a daily basis and the lack of clear and accurate supporting documentation has little impact on the children and parental involvement.

What steps need to be taken to improve provision further?

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

- formalise risk assessments by keeping a record of identified hazards and noting when the risk assessment is completed, by whom, date of review and any action taken following a review or incident (Documentation) 17/06/2011
- inform parents of the procedure to follow in the event of them making child protection allegations against the childminder (Safeguarding and welfare) 17/06/2011

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

- maintain records, policies and procedures to support the efficient management of the service, ensuring that paperwork always contains accurate and up-to-date information.

The effectiveness of leadership and management of the early years provision

The childminder has a very secure understanding of child protection issues and how to safeguard children from harm. She supervises them closely at all times, teaches children how to play safely and monitors hazards as an ongoing concern to avoid injury. The childminder is diligent in preparing the environment before children arrive and successfully addresses any safety concerns before they become a problem. She does not however keep a record of any identified hazards and the required information regarding the risk assessment as detailed by the specific legal requirement.

The childminder forms strong relationships with children and their parents in order to meet their needs fully and arrange an effective and individual development programme for all who attend. She values children's individualism and encourages them to follow their own interests, helping them feel special and welcome; consistently promoting inclusive practice. The childminder makes excellent use of resources to actively promote learning, linking ideas to make learning relevant and memorable. For example, the childminder devises a game whereby she and a child send a bus across the floor between each other. She explains how to propel the toy, counts to prepare for the launch and encourages the child to repeat what she says to develop early language skills. As a result, the children concentrate very well and join in enthusiastically, practising their counting and control over their movements while having fun.

Parents receive daily verbal feedback about what their children do and how they progress. The childminder shares ideas on how to continue learning at home and they take joint responsibility for children's learning and development. The parents value the service highly. They assist in creating links with children's other carers when care is shared, to enable all adults to work together and provide a consistent approach to maximise the effectiveness of all the children do. Policies and procedures are shared verbally with limited supporting documentation which is not always accurate.

The childminder recognises that paperwork is not her forte and she prefers to dedicate all her time to providing high quality care. She takes a self-reflective approach to steering improvements and makes use of childcare publications and websites to stay up to date. Parents are encouraged to share their opinions about the service to help the childminder remain effective and she continues to make improvements as circumstances change. However, despite being very competent and skilled in her job, the childminder has failed to meet all of the legal requirements. This necessitates a number of actions to bring the policies and procedures up to standard but has minimal impact on the children and their care.

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

The children thoroughly enjoy attending. They feel very comfortable and safe in the childminder's care and play contentedly alone or with others to keep themselves well occupied. The childminder joins in play, spending much of her time on the floor with the children to extend their ideas and link learning to make it relevant. For example, one sits playing with a car and the childminder discusses other vehicles pictured on their clothing. They talk about the colour of the cars and compare different blues to include comparison work; they discuss seeing a helicopter in the sky to reinforce time and place; and they study the shape of the vehicles to develop their knowledge of the world. The childminder routinely shows children how to operate interactive toys and initiates games to help explain their uses. The children rapidly learn new skills due to the high quality interaction used to explain and question things.

Some young children have a well developed curiosity and they eagerly explore the resource boxes to find new things of interest. They select favourite books and tell the childminder when to turn the page, showing a very secure understanding of the value of writing and how to use books correctly. The children point to the pictures and clearly talk about what they see, speaking confidently about animals, the noises they make and recognising different parts of their bodies.

The children concentrate very well when activating musical toys and flashing lights. They know what the equipment does and have no difficulty in making things work. The children share the equipment willingly with others to show off their social skills and they play very well together at all times. Some independently take control of the day telling the childminder that they are going to pack an activity away before proceeding to do so. They know where resources belong and show respect for the equipment, handling it gently as they place toys back in the box.

Children show good awareness and understanding of healthy lifestyles. They adopt good personal hygiene routines and understand the importance of healthy eating through nutritious meals and snacks. Children engage in a wide range of physical activities with the childminder, both indoors and outside, aiding their understanding of healthy lifestyles and promoting the importance of regular exercise.

The childminder consistently praises children for their effort and achievements in order to raise their self-esteem and as a result they are very enthusiastic about all they do. The childminder has high expectations and successfully increases challenges to promote rapid progress. She currently has low numbers and provides each with a high level of support and attention. As a result, the children make excellent progress and learning is effortless. The childminder has a vision for each child and instinctively knows how to aid their progress because of her many years of experience in childcare. She lets the children lead the day and observes the success of the activities to decide on children's next steps. However, she has nothing in writing to help parents understand fully the value of the activities and

provide evidence of children's rate of progress.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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 and implement a written statement of the procedure to follow to protect children from abuse or neglect (Arrangements for Safeguarding Children. Also applies to the voluntary part of the Childcare Register) 17/06/2011
- prepare a written statement of the procedure to follow should a parent make a complaint in writing about the Childcare Register requirements (Procedures for dealing with complaints) (Also applies to the voluntary part of the Childcare Register). 17/06/2011

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 section of the report (Arrangements for safeguarding children) 17/06/2011
- take action as specified in the compulsory part of the Childcare Register section of the report (Procedures for dealing with complaints). 17/06/2011