

## Inspection report for early years provision

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<b>Unique reference number</b>	EY415790
<b>Inspection date</b>	08/06/2011
<b>Inspector</b>	Jill Milton
<b>Type of setting</b>	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 husband and young child on a residential estate in the city of Oxford. The home is within easy travelling distance of local shops, schools and nurseries. The whole of the ground floor of the home is used for childminding. There is an enclosed garden for outdoor play and the family have one cat. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The childminder may care for up to five children under eight years at any one time; of these, two may be in the early years age range. She currently cares for two children in the early years age range on a part time basis.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The childminder is providing suitable care for the children in a friendly home environment. She is aware that each child has unique needs with regard to their welfare and development and she generally supports all areas appropriately. The childminder is establishing positive working partnerships with parents and she is developing ideas to share information. This helps her to meet the needs of each child in her care. The childminder adopts a positive attitude to her work, recognising that there are areas in which she is not yet fully confident, though she is making a promising start to her childminding career.

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

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

- develop effective ways of using observations of children's development to help them make significant steps in their learning
- extend the range of resources that present children with positive images of diversity to help them develop in the future, respect and understanding of others
- use self-evaluation to reflect on day-to-day practice in order to identify areas of strength and plan for future improvements.

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

The childminder is aware of her role in safeguarding children and she attends training in the area of child protection to improve her knowledge. She keeps a range of reference materials to hand to aid any referrals and she is able to recall potential signs that would cause her concern for a child. The childminder is building a written record of risk assessments to back up her daily visual checks of

the home and garden. She takes sensible measures, such as using cupboard locks to keep hazards out of young children's reach. She also plans appropriately for outings by ensuring her mobile telephone is charged and that supplies are ready, for example sun cream or rain covers, to keep children comfortable and safe. The childminder supervises the children whilst at play and she lets them explore, but intervenes with timely verbal warnings to alert toddlers to potential risks. The childminder organises the ground floor of her home suitably for the children so that they can wander freely between rooms and make decisions about when to play outdoors. There is a suitable range of resources to support most areas of younger children's learning through play. A small range of items promotes positive attitudes to diversity.

The childminder is beginning to build up her partnerships with parents. She works flexibly with families to offer settling-in visits so that children and their parents feel reassured. The childminder is displaying information in the home for parents and she shares her selection of policies about such areas as safeguarding or illness so that all are clear about the procedures. A daily notebook provides a useful start to sharing of information about the children's activities. Although no children currently attend different settings such as pre-school, the childminder is aware of her role in making links with others to provide continuity in the children's day. The childminder is tailoring her care around the needs of the individual children. She is making a positive start to many aspects of her provision, although she is not yet using self-evaluation to any great extent.

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

Children are making steady progress with their development whilst they are in the childminder's care. Their good health benefits from easy access to the garden and they are keen to play outdoors in the fresh air. The childminder plans the area well to include colourful activities that engage the children's interests. Children explore what happens to plastic balls as they roll down tubes or play with model animals in trays filled with sand or compost. They are learning about the natural world as they take part in planting pumpkin seeds or see strawberries ripening in the small vegetable plot. The children enjoy using small rockers and ride on toys to develop their physical skills. A swing with a comfortable seat for younger children is a popular activity, and helps to sooth a child with its gentle rocking motion. The childminder uses turn taking to help teach toddlers about good behaviour, and she intervenes to introduce ideas of fairness and kindness to others. The childminder is beginning to note down some of the children's achievements as they play and she is making some simple notes about how these link to different areas of learning. This is making a positive start to helping children progress, although links to planning activities are not fully effective yet.

Children receive regular reminders to take drinks in warm weather and they eat portions of chopped fruit in the morning. The childminder uses snack time to share stories with the children and she chooses from a wide range of suitable books. She

is aware of individual health needs and she works flexibly with parents to provide some home cooked healthy meals. The childminder maintains a clean home and children are familiar with routines for hand washing. Children take regular naps in the day and the childminder comforts those who take some time to settle. The children are building obvious bonds with the childminder, looking to her for reassurance when visiting inspectors are present. During the week, the children go out into the local community with a number of trips to drop-in groups suited to their age range. This helps to develop their social skills and awareness of their surroundings. The children play with toys such as a train set or play kitchen to aid their early imaginative play. The week also includes activities with musical instruments and creative materials like paint and collage items. The childminder notes in one observation that a child is now overcoming a reluctance to handle soft modelling dough because she regularly provides such activities. This reflects well on her care in appropriately supporting children's learning through play.

## 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	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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

<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	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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