

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY266871
<b>Inspection date</b>	21/06/2011
<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 2003. She lives in Thame with her husband and three children aged 14, nine and five. Children have use of all rooms on the ground floor with sleeping and toileting facilities situated on the first floor. There is a fully enclosed garden available for outside play. Access to the provision includes steps into the house and a step into the back garden. The family has a cat.

The childminder offers care on a daily basis, before and after school and during school holidays. She walks to the local school and several nurseries to take and collect children. She is registered to care for a maximum of five 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 three children in the early years age range on both a 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 two children on roll in this age range.

The childminder is a member of the Thame 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 environment. They make good progress towards some early learning goals; however, the childminder's assessment procedures are not rigorous enough to ensure good progress across all areas of learning. Positive partnerships with parents support the childminder's understanding of children's individual needs. Partnerships with other settings which children attend are in place although not yet fully established. Safeguarding children procedures are satisfactory although there are some weaknesses in documentation and in helping children to learn about healthy lifestyles. The childminder has made some improvements since the last inspection and reflects on her practice to identify areas for further development. She has a positive approach to continuous improvement.

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

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation).

05/07/2011

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

- make effective use of the Early Years Foundation Stage Practice Guidance to support procedures for observing and assessing children's progress and planning their next steps in learning
- consider how to encourage children to learn about and choose healthy snacks
- develop partnerships with other early years settings which children attend by sharing relevant information about children's learning and development.

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

The childminder has a sound understanding of safeguarding children procedures, such as possible symptoms of abuse and how to respond to these. She ensures that all household members have appropriate background checks. She does not maintain a written record of her risk assessments; this is a breach of regulation, although in practice she provides a safe environment and supervises children closely.

The childminder makes good use of some resources to support children's learning. She spends all her time playing with and talking to children to help develop their play and to build close relationships with them. She makes daily use of the outdoor environment and regular use of the local community to provide children with opportunities for fresh air, exercise and to learn about the world around them.

The childminder adequately promotes equality and diversity. Since the last inspection she has purchased a book about different religions and now celebrates some festivals to help children learn about people who are different from themselves. She supports children in making progress towards the early learning goals but assessment procedures do not yet consistently identify gaps in learning. Relationships with parents are well established and they are very complimentary about the childminder's practice, stating that their children are very happy in her care. They receive daily feedback from the childminder about their children's time with her and any progress they are making. The childminder is proactive in supporting parents with any concerns, such as developing effective and consistent behavioural strategies. The childminder communicates on a regular basis with other early years settings which children attend although this does not yet extend to sharing information about children's learning which has some limitations in providing consistent practice.

The childminder is aware that parents and children are happy with her practice but also recognises that there are some weaknesses to address. She has made some improvements since the last inspection and has a few ideas to further enhance her practice.

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

Children develop very warm and genuine relationships with the childminder. They enjoy spending time with her and benefit greatly from the close attention she pays them. As a result they show high levels of confidence, develop a positive approach to learning and display good levels of behaviour.

Children are able to make good progress in some areas of learning, particularly in their communication skills, as the childminder constantly talks to them about what they are doing. This helps them to develop an understanding of the world around them, such as the cows in the local cattle market, and of mathematical concepts, such as 'big' and 'little'. They develop some skills in using tools and materials as they enthusiastically join in with a junk modelling activity. They learn to fit pieces together with sticky tape and to make a shaker from yoghurt pots and rice under the guidance of the childminder; however, the activity does not particularly challenge their creativity or problem-solving skills. They enjoy exploring modelling dough, creating pictures in the dough using different tools and talking to the childminder about these. They enthusiastically play I-Spy which helps them to develop an understanding of sounds and letters.

Children are able to play outdoors on a daily basis which provides regular opportunities to engage in physical activities. They are beginning to show an understanding of healthy lifestyles although the childminder does not always provide nutritious snacks as she offers biscuits and chocolate bars as alternatives to fruit.

Children develop a good understanding of how to keep safe through their discussions with the childminder. They clearly explain that they have to wait for the 'green man' before crossing a road and that they must hold the childminder's hand. Their good levels of behaviour contribute towards a safe and secure environment.

The childminder plans activities depending on children's interests. She takes into account their levels of development and ensures that they are interested in the activities on offer. However, her observation and assessment systems are not yet rigorous enough to identify gaps in learning or to offer higher levels of challenge to enable children to make good progress in all areas. In addition, she is not yet making effective use of the Early Years Foundation Stage Practice guidance to support this process.

## 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	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	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	3
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 the 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 Childcare Register) 05/07/2011
- 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). 05/07/2011

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 under the compulsory part of the Childcare Register (Arrangements for Safeguarding Children) 05/07/2011
- take action as specified under the compulsory part of the Childcare Register (Procedures for dealing with complaints). 05/07/2011