

## Inspection report for early years provision

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<b>Unique reference number</b>	EY416574
<b>Inspection date</b>	05/07/2011
<b>Inspector</b>	Gill Little
<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.

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 2010. She lives in Oxford with her husband. She works with her daughter who is also a registered childminder. Her husband is registered as an assistant to help care for children during emergencies. A large wooden cabin in the garden is used for childminding. The garden is fully enclosed and is available for outdoor play. Access to the provision is through the main house, which includes a small step into the house and out into the garden.

The childminder offers care on a daily basis, before and after school, and during school holidays. She walks to a local school to collect children. When working on her own she is registered to care for a maximum of six children under eight at any one time of whom, no more than three may be in the early years age range. When working with her co-childminder or assistant she is registered to care for a maximum of 10 children under eight at any one time, of whom no more than five may be in the early years age range. She is currently minding eight children in the early years age range on a part-time basis. She is registered on the compulsory and voluntary parts of the Childcare Register. She currently has one child on roll in this age range. She supports children who speak English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in this safe and welcoming environment. They are able to make sound progress towards most of the early learning goals. The childminder works well in partnership with parents and her co-childminder, to help meet children's individual needs. Her self-evaluation procedures are adequate but do not identify all weaknesses, including gaps in regulatory documentation and the lack of opportunities for children to learn about the importance of hygiene. The childminder has a few ideas which are likely to lead to some continuous improvement.

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

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

- include in the record of risk assessment particular aspects of the environments that need to be checked on a regular basis (Premises, environment and equipment).
- 19/07/2011

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

- provide children with opportunities to help with hygiene routines, with particular regard to hand washing before meal times
- develop a culture of self-evaluation to identify the setting's strengths and priorities for development, that will further improve the quality of provision for all children.

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

The childminder shows a suitable understanding of safeguarding children procedures and has recently attended relevant training. She ensures that all household members have appropriate background checks. She provides a safe and secure environment and has risk assessments in place for outings. This helps to prevent accidents although the childminder does not maintain a record of aspects of the home environment that need to be checked on a regular basis. This is a breach of regulation although there is minimal impact on children. The childminder maintains other regulatory documentation to a satisfactory standard. She implements health and safety procedures appropriately, such as testing smoke alarms regularly and routinely practising evacuation with children.

The childminder provides a welcoming environment, with a good range of activities inside and outside. Children are able to choose resources freely as these are easily accessible. The childminder works closely with her co-childminder to ensure that routines run smoothly and to support children effectively.

The childminder actively promotes equality and diversity. She has a good understanding of children's individual needs, including those from different cultural backgrounds and those who speak English as an additional language. She works well with parents and has an 'open door' policy so that parents can drop in at any time. She warmly welcomes parents to stay for as long as they want, to talk about their children's welfare and progress. She provides valuable advice for example, regarding healthy eating, to improve outcomes for children. Positive feedback from parents shows that they are happy with the childminder's care of their children. There are currently no children on roll who attend other settings, or who receive support from external agencies. However, the childminder is aware to communicate with staff at other settings and to share information about children's progress where appropriate.

The childminder adequately reflects on the quality of her practice and is considering how to make some improvements, such as providing more challenging activities as children move through different stages of development. However, she is not identifying some weaknesses in her provision, such as the lack of opportunity for children to learn about hygiene procedures.

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

Children are happy and settled. They develop secure relationships, with the childminder and with other children. They show a positive approach to learning as the childminder interacts with them routinely as they play. They are beginning to learn about people who are different from themselves, as the childminder helps them to respect different cultures, through the celebration of a variety of festivals.

Overall, children are able to make good progress towards most of the early learning goals. They are well supported by the childminder who includes all children, including babies, in activities and uses good-quality interactions to support their communication skills and understanding. Children routinely play outdoors where they enjoy exploring activities, such as modelling dough with a variety of accessories. They learn how to roll this out and make different patterns with the childminder's support. When children initiate singing a nursery rhyme, the childminder extends this activity by introducing actions and encouraging them to sing a variety of rhymes. Children respond positively; laughing and giggling, as they pretend to 'row their boats' and bounce on the trampoline. Children learn to recognise and use numbers and initial letter sounds, as the childminder routinely refers to these with children through their play and through the use of books.

Children take part in a variety of regular outings which provide good opportunities to learn about the world around them and for exercise and fresh air. Children enjoy food brought from home and benefit from the childminder's commitment to helping parents provide nutritious meals. They are beginning to learn about safety. For example, the childminder reminds toddlers to be gentle with babies. However, children are not learning about the importance of hygiene, as the childminder does not provide opportunities for hand washing before eating.

The childminder regularly assesses children's progress on an informal basis, and keeps some written records about their development. She considers their next steps in learning when planning activities, to help support their individual needs and 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

<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	2
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2

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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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