

## Inspection report for early years provision

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<b>Unique reference number</b>	133559
<b>Inspection date</b>	24/10/2011
<b>Inspector</b>	Karen Prager
<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 1995. She lives with her husband and school aged child on the Hardwick estate, in Banbury. The family has a dog, a rabbit and some tropical fish. The whole of the house is included in the registration though children generally spend their time downstairs. There is a fully enclosed garden available for the children's outside play. The home is within walking distance of local shops, parks, pre-school and schools. The childminder occasionally works with her husband as an assistant.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for six children under the age of eight years, three of whom may be in the early years age range. There are currently seven children on roll, who attend on a part-time basis. The childminder also cares for a number of older children.

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

Overall the quality of the provision is good.

Children make good progress as they take part in interesting and rewarding activities that cover all aspects of their learning and development. They are happy and settled, demonstrating an extremely strong sense of belonging within the security of the childminder's home. Children's safety is afforded a very high priority and effective partnerships are in place with their parents and others involved in their care and education. A wide range of toys support children's learning, with most organised accessibly, and planned activities span the six areas of learning though do not always identify the next steps of learning for each child. The childminder provides an inclusive service where each child is valued and their individual needs are known and met. She regularly assesses her practice to identify what she needs to do next, so shows a good capacity to maintain improvement and enhance outcomes for children.

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

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

- develop planning so that it more closely reflects the identified next steps of each child
- improve the organisation of toys so that children can more easily access those that are out of reach.

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

The childminder is highly focused on the need to protect children. Frequent reviewing and ongoing training focused on safeguarding issues and child protection ensure she is exceedingly well able to protect children from harm. She is fully aware of what she should do should she have a concern about a child. Thorough and regularly reviewed risk assessments, alongside comprehensive daily checks, ensure children are not at risk from hazards or themselves. All required documentation is in place and is regularly reviewed and updated as necessary. Documents are kept in clearly labelled files so that they are easily accessible.

The childminder regularly reviews her provision and takes effective steps to improve the outcomes for children, through increasing her knowledge. Her first aid qualification is up to date and she has attended training about food safety, and equality and diversity. The childminder has taken effective steps to act on the recommendations raised at the previous inspection. For example, the organisation of snack times enables all children to eat together and door safety is continually monitored. The childminder is motivated to continue improving the provision and areas for future improvement are well chosen.

Children are cared for in a clean and well maintained home. The childminder organises the space with children's needs in mind. For example, the dining table is moved out of the way when children are present to provide more space for them to play. The childminder has replaced the grass in her garden with artificial turf in order that children can play outside all year round without getting muddy. Some toys are arranged in easy reach of the children and they access these confidently. The childminder rotates the selection so that children remain interested and their developing needs continue to be met. Children who are familiar with the resources which are stored out of sight ask for what they would like to play with. However, these resources are not readily to children who are less familiar or who can not express themselves verbally.

The childminder effectively promotes equality and diversity as the needs of each child are carefully considered. The childminder has good awareness of how to include all children in her setting. Children are beginning to understand that people are different by developing an understanding of festivals and events from their own cultures and those of others.

Strong links are established with local childminders. The childminder shares relevant information with others who support children to sustain continuity in their care and development. Regular visits to the local school to watch school plays and to the toddler sessions at the local children's centre build strong links with other professionals. These links help to build children's confidence and facilitates the smooth transfer to other settings. Relationships are well established with parents. Communication about the service provided and children's likes and dislikes is gathered before children start attending. Parents continue to be well informed about their children's care and activities through daily informal chats. Parents

receive photos of children at play, and the children's record of observations and development are readily available for them to read. Parents' views on the setting are actively sought and ideas for improvement requested. Parents respond positively, praising the quality of the service and the variety of activities.

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

The childminder has a good knowledge of the learning and development and welfare requirements of the Early Years Foundation Stage. She observes children on an ongoing basis and records their progress through pictures and short comments. Children's individuality is recognised and overall children are making good progress in their learning and development. Planning covers the six areas of learning though does not always identify the next steps of each child.

Children are clearly very settled and secure. They demonstrate confidence selecting toys, interacting with each other and visitors. Children enjoy a wide range of activities, both in and out of the home. They use chalk on the board to make marks and then enthusiastically use wipes to clean. Children also make marks with the dough, using their fingers and a range of rollers to make different patterns. They concentrate on this for some time and then form a mouse and recall a favourite rhyme. After lunch, children often settle to look at books together showing great interest in the pictures and asking what is happening. Young children look for familiar objects, such as the family dog. The childminder supports the children well throughout their activities, knowing when to stand back and when to intervene.

Children eat together at the table. Parents provide food which is set out for children by the childminder. She sits with the children and chats as they eat their lunch. Drinks are readily accessible to children so that they do not become thirsty. The garden opens directly from the play room and children play outside for much of the time. They know that they must wear their coat if they are cold to prevent them from becoming ill. They also demonstrate a clear understanding of changes to their body when they become warm through active play and need to take off a layer of clothing. Young children develop physical skills and confidence as they climb up the small slide. They hold on carefully before they slide down showing a strong awareness of keeping themselves safe.

The childminder has high expectation of the children's behaviour. Her positive approach and appropriate intervention help keep children busy; knowing what is expected of them. This helps children to keep themselves and others safe. Children willingly join in activities and are keen to learn. They ask many questions throughout the day. The childminder answers these with patience and encourages children to consider things for themselves and make links with their learning. Hand washing is an integral part of the child's day and it is evident that they enjoy the experience. They comment on the colour of the water as the paint is washed off and know to use their individual hand towel to dry their hands.



## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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

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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	2
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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