

## Inspection report for early years provision

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<b>Unique reference number</b>	EY429058
<b>Inspection date</b>	14/12/2011
<b>Inspector</b>	Anne Faithfull
<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 2011. She is registered on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged 11 and 14 years in Henley-on-Thames, Oxfordshire. The childminder makes use of local facilities such as parks and toddler groups. The childminder can take children to and collect them from local schools.

The childminder uses the whole of the house for childminding. A fully enclosed rear garden is available for outside play. Her registration permits her to care for six children under eight years and of these, three may be in the early years age range, at any one time and she is currently minding three children who are within 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 good.

Children are happy and settled within the welcoming family home. Children are making good progress in their learning and development as the childminder provides a range of suitable activities and experiences to enable them to learn as they play. The childminder values all children and recognises their uniqueness. However, some children currently cannot access resources and words linked to their own culture. The childminder makes keeping children safe a priority. However, while there is no significant impact on children in her care she is in breach of a welfare requirement as she has not made a record of risks on her premises and the steps taken to address them. The childminder is committed to continuous development. She has made a good start at self-evaluating her practice to ensure she can identify key strengths and areas for improvement.

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

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

- make 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). 11/01/2012

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

- provide children with resources and words from their own culture.

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

The childminder thoroughly enjoys her time with the children and is enthusiastic about the role she plays in their lives. She provides a good balance of adult led and child led activities and experiences, offering suggestions to extend children's play when appropriate. Children are safeguarded well in the childminder's care. She is vigilant and has a good understanding of her role in safeguarding children and the procedures to follow if she has concerns about a child in her care. The childminder recognises that children's safety is a priority and has taken good precautions to keep the children safe and secure, for example, completing fire practices with the children and ensuring all areas are safe for children to play in. However, while she maintains high standards of safety in her home through comprehensive daily and visual risk assessments to identify and address hazards, she has not completed a written record detailing them or when and by whom they were checked. This is a breach of welfare requirements relating to risk assessment.

The childminder creates a stimulating environment to appeal to children, for example, organising toys and resources effectively to enable children to freely access them, which promotes their independence and decision making skills. The childminder has a good understanding of her role to promote equality and diversity. She ensures the children learn about diversity through using a range of different resources and celebrating different festivals and events in their lives such as, talking to the children about the new baby in their family and celebrating each child's birthday. However, although the childminder recognises and respects each child's diversity and culture some children are not provided with resources and words from their own culture. The childminder has made a good start at evaluating her practice including completing the Ofsted self-evaluation form. She is committed to ongoing development and has already attended some training since her registration to increase her knowledge in order to continually improve the outcomes for children.

The childminder has developed good relationships with the parents. They receive a copy of her policies and procedures before their child starts to inform them of the service she provides. Information is shared each day so parents are aware of how their child has spent their day and any progress their child has made. Parents make many positive comments in their reference letters including, the flexible care and support she offers them, her caring and nurturing nature and how much their children enjoy going to her home. The childminder is aware to liaise with other settings the children attend to provide continuity of care and learning, although currently no children attend any other settings. The childminder has made a good start at evaluating her practice including completing the Ofsted self-evaluation form. She is committed to ongoing development and has already attended some training since her registration to increase her knowledge in order to continually improve the outcomes for children.

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

Children are happy and safe in the childminder's home. The childminder's calm and caring manner helps children to feel settled, confident, included and secure. Children are making good progress in their development as the childminder knows each child well. Each child has their own learning journal which contains photographs of the children participating in a range of activities and experiences. The childminder regularly observes the children and includes her comments in the journal and she effectively uses the observations to discuss with the parents and agree the child's next steps in their individual learning and development. The childminder provides a range of stimulating, interesting, activities and experiences for all the children to participate in. For example, she encourages and helps the children count the bubbles as they come out of the bubble machine. Children are developing their creative skills in a variety of ways. They thoroughly enjoyed making Christmas pictures and decorations which the childminder displayed around her home giving them a sense of belonging and pride in their achievements.

Children are beginning to be aware of the environment as the childminder encourages them to put the rubbish in the bin and they enjoy helping the childminder to grow fruit and vegetables in her garden. Regular walks and visits to local toddler groups and children's centre enable all children to socialise with others and become aware of the local community. Children's early communication skills are developing well as the childminder continually talks to them and explains what is happening for example, talking to the children and reading them a book about an Ofsted inspector before they came.

The childminder is very calm and patient. She continually offers praise and encouragement to help children develop their confidence and self-esteem. Children have developed good relationships with her and readily approach her for cuddles and hugs. Children are beginning to share and include each other in their play. They are beginning to be aware of their manners as they readily say please and thank you when appropriate. Children are beginning to learn about keeping themselves safe as the childminder reminds them of safety issues when they are playing such as, not to climb on the furniture or stair gate.

Children's good health is promoted well. Young children are able to rest and relax when required and babies' routines are followed. Children are learning about personal hygiene and are aware of the hygiene routines in place, such as not to touch the baby's bottle. The childminder supports children well when potty training as she provides books and resources for them to look at related to potty training to ensure it is a positive experience. Parents and children comment on the meals the childminder provides which are healthy and nutritious. The childminder cooks Cypriot food which is a favourite of the children's and they enjoy tasting and trying the different dishes. Children have daily opportunities to access fresh air in the garden or by going on walks. A favourite activity of the children's is to sing and dance along to nursery rhymes with the childminder which helps them to develop their physical skills and co-ordination.

## 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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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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