

## Inspection report for early years provision

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<b>Unique reference number</b>	134137
<b>Inspection date</b>	14/12/2011
<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 registered in 1993. She lives in Oxford with her adult son. The whole ground floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. 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. She is currently minding two children on the Early Years Register on a part-time basis. She does not currently have any children on the Childcare Register. She offers care from Monday to Thursday, including school holidays. She currently collects children from the local pre-school.

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

Overall the quality of the provision is good.

Children make good progress towards the early learning goals in this safe, stimulating and nurturing environment. The childminder takes full account of children's interests and capabilities when planning activities and sometimes uses relevant guidance to support this process. Good partnerships are in place with parents and the childminder has a proactive approach to developing partnerships with other professionals. These successful partnerships support the childminder in meeting children's individual needs effectively in most areas. The childminder evaluates her practice carefully and takes effective steps towards continuous improvements.

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

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

- extend procedures for planning activities by making greater use of the Early Years Foundation Stage practice guidance
- develop effective strategies in preparation for caring for children who are learning English as an additional language, such as learning key words in their home languages and displaying pictures showing familiar events, objects and activities.

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

The childminder has a clear understanding of safeguarding children procedures, such as recognising children at risk and reporting concerns. She ensures that all household members have appropriate background checks. She maintains a tidy

and clean home, which is welcoming and child-friendly. Rigorous risk assessments and close supervision minimise the possibility of accidents. A wide range of well-maintained documentation effectively supports the safe and efficient management of the provision.

The childminder has a wide range of good quality resources, which she rotates on a regular basis to engage children's interest. She makes effective use of her garden and the local community. These outdoor activities are successful in enabling children to enjoy physical exercise and to extend their knowledge of the world around them.

The childminder actively promotes equality and diversity. She has a good understanding of children's individual backgrounds and preferences through effective partnerships with parents. She monitors children's progress closely and informs parents of any developments through daily discussions. She helps children to respect people who are different from themselves by providing a good range of resources and activities reflecting diversity. For example, children thoroughly enjoy making Christmas cards and Diwali candles. The childminder is currently preparing to care for children who are learning English as an additional language. She already has a good understanding of their cultural backgrounds, although, she is not fully familiar with effective strategies to support communication skills. Parents are very complimentary about the childminder, stating that she quickly gains children's confidence. The childminder fully involves parents in overcoming any problems, such as behavioural issues and toilet training. This successful communication results in consistent and effective practice. The childminder is proactive in gaining information from other early years settings that children attend. For example, she sends out a letter requesting meetings with staff and encourages them to share information about children's progress.

The childminder is fully aware of the strengths in her practice and builds on these successfully. For example, she has benefited greatly in the past from training courses and intends to continue these in the future. In addition, she frequently researches new activities and good practice on the internet. She accurately identifies areas for possible development, such as improving processes for planning activities. She reflects carefully on her practice, fully involving children and parents. For example, she now visits a local children's centre at the request of parents and has a new train set in place at the request of children. These improvements successfully broaden children's experiences and enhance their learning.

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

Young children develop strong and genuine bonds with the childminder. They enjoy cuddles on the sofa when they are feeling tired and they readily seek her support and reassurance. Older children are confident and have a positive approach to learning. They engage in activities readily and benefit greatly from the childminder's enthusiasm about their views and opinions. Their behaviour is good and they respond quickly to the childminder's caring and friendly approach.

Children develop a good understanding of a safe and healthy lifestyle. They demonstrate a mature and sensible approach while on outings. For example, they

sit still while on a bus and walk on the inside of pavements away from the road. They learn about healthy eating through fun activities suggested by the childminder. For example, they put together a healthy meal using play food, which they make up mostly with fruit and vegetables. They quickly learn, with support from the childminder, to eat healthy items in their packed lunch first before any 'treats'. They enjoy a wide variety of resources in the garden to encourage the development of physical skills. For example, bikes, scooters, a slide and digging area encourage children to ride, climb and use their muscles effectively.

Children develop a wide range of skills as the childminder carefully plans activities across different areas of learning based on their interests. Children who have a great interest in dinosaurs successfully extend their knowledge of the world around them through visits to a local museum to see dinosaur skeletons. They develop their creative skills with enthusiasm by making dinosaurs out of recycled materials. They successfully extend their language, communication and technology skills by printing pictures and facts about dinosaurs from the computer, and borrowing dinosaur books from the library. This commitment to following children's interests engages them successfully in learning and helps them to secure the skills they need for the future.

The childminder monitors children's progress closely. She collates her observations on a monthly basis to illustrate their development in each area of learning. She uses a reference system to make sure children are making good progress and she has a clear understanding of their individual capabilities. She sometimes uses the Early Years Foundation Stage practice guidance but does not use this extensively. She is aware that she is not covering every aspect of learning thoroughly and identifies this as an area to improve.

## 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	2
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	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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