

Inspection report for early years provision

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Inspection date	06/09/2010
Inspector	Janet Moutter
Type of setting	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 was registered in 2010. She lives with her husband and young school aged son in Abingdon, Oxfordshire. The whole ground floor of the house is mainly used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of four children under eight years at any one time, of whom all three may be in the early years age group. She is currently minding two children in this early years age group. She is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The childminder walks or drives to the local schools to take and collect children. She attends the local parent and toddler group. The family has no pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a clean, safe and comfortable home. They make good progress in their learning and development because the childminder has a good understanding of the requirements of the Early Years Foundation Stage, and how to meet the needs of each individual child in her care. The childminder also attaches high importance to continuously enhancing her new practice for the benefit of the children.

What steps need to be taken to improve provision further?

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

- conduct full risk assessments regarding children going on outings and participating in specific activities including using the trampoline
- develop partnerships with other adults working with the children in order that all are consistently supporting children's individual areas for development.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding issues. She is aware of the possible signs and symptoms of abuse, and is clear about the importance of reporting concerns and the correct procedure to follow to do so. The childminder carries out risk assessments on her home to identify and minimise potential hazards. The assessments are effective as there are no obvious dangers to children in her home and a written record of most of the assessments are maintained. However, there is no system in place for recording the assessment of risk for each type of outing for example to toddlers or the shops. This assessment

demonstrates how potential dangers are managed effectively and this also includes equipment, such as the use of the trampoline in the garden for older children. The childminder does have all other written parental permissions such as to seek emergency medical advice or treatment for their child, should the need arise.

Children have access to a wide range of play materials that offer fun and support in both their learning indoors and in the garden. Sufficient space is available in the lounge for children to enjoy their play unhindered. The childminder encourages children to look after the toys by putting them away tidily, and ensuring they are not trodden on. The children understand about small items being kept out of reach of the very young so that they can not be swallowed. This contributes to the sustainability of the provision. The childminder recognises the value to herself and the children of developing her practice and learning new skills. Since registration, she has increased children's safety by fitting a fire blanket in the kitchen and stair gates are securely fitted to both top and bottom of the stairs. In addition, she has increased the quantity and quality of the work she does with children to encourage them to count, recognise shapes and enjoy books. The childminder has identified that she needs to gain more experience and to further develop some of her documentation to meet requirements and further safeguard the well-being of the children.

The childminder offers an inclusive service for children and their parents. She gathers all the relevant information from them to ensure that the care provided is consistent and appropriate. The childminder makes time each week to sit down with the parents to discuss the progress the children are making and any topical issues. The childminder understands the importance of liaising closely with all other parties involved with the care or education of the children to ensure coherence and consistency in their development. However, the childminder needs to further develop partnerships with other adults working with the children in order that all are consistently supporting children's specific areas for development. At present the childminder receives good information from the parents about other agencies but the parents are the only links to, for example, schools and nurseries. The benefit to the individual child is a consistency and that the childminder is able to assess that all areas of opportunity for learning and development are available for that child. The childminder helps children begin to learn about diversity within society. She has a range of multicultural play materials, and acknowledges festivals with the children, such as Diwali, Chinese New Year and Easter. Consequently, children learn to have respect for faiths different from their own.

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

Children are relaxed and happy in the childminder's care. The childminder has a good understanding of how children learn and provides fun activities to promote their learning, such as painting and singing. She demonstrates that she observes the children to assess their level of development and what is required to enable them to progress. There is a system in place to show this, and how the next step in each child's learning journey is incorporated into the play provision to help them achieve. Therefore, children's starting points, and their progress towards the early

learning goals are clearly demonstrated. Children have the opportunity to develop their emerging skills for the future. They have access to mark-making materials to promote pre-writing skills, and books to encourage a love of reading. Children enjoy sitting on the childminder's lap, looking at picture books and answering questions to increase their thinking and communication skills. Numeracy is well promoted, for example, by using the child's fingers to count in English also counting the number of bricks in the tower the children build. Children also have access to a range of programmable toys that enable them to begin to learn the skills needed to operate information and communication technology. The weekly trips to a childminding parent and toddler group helps children develop socially and emotionally as they mix with others and benefit from different play experiences. The childminder helps children to understand the importance of adopting a healthy lifestyle. She provides fruit for snacks, and children's individual drinking cups are readily available for them to access to prevent the risk of dehydration. Children are also encouraged to wash their hands at appropriate times during the day, and use disposable towels to avoid potential cross infection between them. Children benefit from plenty of opportunities for physical exercise as they enjoy playing in the back garden and running around in the local park. They also go out for walks around the neighbourhood. Consequently, children are beginning to develop an understanding of the world around them. Children begin to learn how to keep themselves safe. The childminder teaches children how to use pelican crossings to cross roads safely. They relate with confidence that you stop when you see the red man, and walk when you see the green man. The childminder has developed a plan to be able to evacuate the children from her home quickly in the event of a fire. She has practised this with them to help them gain an understanding of how to respond safely, should an emergency arise even though the children in her care are very young. Children are developing behaviour appropriate to good learners, their own needs and those of others. For example, they learn the rules of the house. These include not jumping on the furniture, sitting down to eat and not touching electrical equipment. Knowing the boundaries for good behaviour enables them to develop good self-esteem and confidence because they know what is expected of them. The childminder gives warm and affectionate care to the children. They demonstrate that they are content and feel secure with her as they happily climb onto her lap and use eye contact and sounds of emerging language to communicate, and also snuggle up to her for a cuddle having just woken up.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

Outcomes for children in the Early Years Foundation Stage	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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