

## Inspection report for early years provision

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<b>Unique reference number</b>	133367
<b>Inspection date</b>	20/01/2012
<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.

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## **Description of the childminding**

The childminder registered in 1991. She lives in Botley, Oxford with her husband and adult daughter. Her daughter works with her as a registered assistant. The whole house is registered for childminding and there is a fully enclosed garden for outdoor play. Access to the home includes steps up to the front door and steps down into the back garden. Toilet facilities are available on the first floor. The childminder offers care on a daily basis, before and after school, and during school holidays. She walks to the local school and pre-school to take and collect children. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. 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 assistant, she is registered to care for a maximum of seven 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 five children on the Early Years Register on a part-time basis. She is currently minding one child on the Childcare Register. She supports children who are learning English as an additional language. The childminder is a member of the TRIO Childminding Network and the National Childminding Association. She holds a level 3 Diploma in Home-Based Childcare.

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

Overall the quality of the provision is good.

Overall, children make good progress in their learning and development in this safe and welcoming environment. The childminder maintains exemplary partnerships with parents, which support children's individual needs to a high standard. Good partnerships are in place with other early years settings that children attend, which enhances consistency in their care. The childminder continuously improves her practice through regular training and generally effective self-evaluation.

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

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

- develop rigorous observation and assessment procedures to track children's progress in relation to their starting points.

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

The childminder has a good understanding of safeguarding children procedures. She is fully aware of possible indicators of children at risk and knows how to

respond to concerns. She maintains a clean and child-friendly home where children can play safely. Effective risk assessments and close supervision further promote children's safety to a high standard. The childminder ensures that parents and her assistant are familiar with her policies and procedures, which promotes consistency in practice. Well-maintained documentation supports the safe and efficient management of the setting.

The childminder provides an interesting and welcoming play environment where resources are easily accessible. She makes good use of outdoor spaces to enable children to enjoy fresh air and exercise on a daily basis.

The childminder has exemplary partnerships in place with parents. She takes great care when children first attend the setting to find out about their individual needs and backgrounds. For example, she asks parents of children who speak English as an additional language to provide keywords in their home languages. She takes time to learn these, which effectively supports her communication with children. She keeps parents very well-informed about their children's time with her through detailed daily discussions. She is highly proactive in providing tailored guidance to parents about precise ways in which they can support their children, such as through positive behaviour management. Parents comment that the childminder is an 'absolute treasure' who provides 'invaluable support and advice'. The childminder actively promotes equality and diversity by celebrating children's different cultural backgrounds and providing a very inclusive environment. She monitors children's development on an informal basis but this process does not rigorously track their progress in relation to their starting points.

The childminder develops good partnerships with other early years settings that children attend. For example, she has regular discussions with staff to effectively enhance continuity in children's care and learning, such as potty training strategies.

The childminder builds on areas of strength in her practice by attending regular training. Since the last inspection, she has gained a relevant level 3 qualification and has attended various short training courses. She makes good use of her links with a local children's centre and other early years providers to further enhance her practice. Self-evaluation procedures are effective in identifying most areas for further development.

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

Children develop good relationships with the childminder and show a strong sense of security. They are confident in exploring their environment and show a positive approach to learning. The childminder's strong commitment to celebrating and valuing children's different cultural backgrounds effectively helps them to develop positive attitudes to others. Behaviour is good and the childminder works very closely with parents to develop consistent strategies.

Children develop a good understanding of how to keep themselves safe and healthy. They regularly practise road safety and talk sensitively about 'stranger danger'. They learn to keep in view of the childminder when on outings and wear high visibility jackets to help avoid becoming lost. They spend plenty of time outdoors every day to exercise and enjoy fresh air. They engage in a wide range of physical play activities in the garden, such as ball games and a paddling pool, as well as outings to the local park and woods. They enjoy nutritious food, such as home-made fish fingers or salad, and the childminder supports their understanding of healthy eating through interesting books and discussions. For example, children find out that food gives them energy and learn to eat less healthy foods in moderation. Young children are familiar with nappy changing routines and older children learn to wash their hands carefully after using the toilet.

Overall, children make good progress in their learning and secure the skills they need for the future. Young children develop an early understanding of technology as they explore toys with lights and different noises. They learn that wheeled toys go faster on the tiled floor with close support from the childminder. They enjoy looking at posters depicting numbers, letters and animals. With the childminder's encouragement, they begin to count and recognise some initial sounds. They persist with stacking different sized containers and learn about different colours with the childminder's help. All children enjoy a wide range of activities and outings, such as picnics, painting, dressing up, playing in the sand pit and visits to the local children's centre. They develop a good understanding of nature as they go blackberry picking and make chutneys with their home-grown tomatoes. Children who are learning English as an additional language make good progress with the childminder's effective support. Initially they develop an understanding of single words and phrases and in time become fluent.

The childminder observes and assesses children's progress on an informal basis. She passes on any records of her observations to parents and talks to them on a daily basis about their children's development. She assesses children's progress using some useful reference materials. She then identifies specific next steps in learning, which she incorporates into her planning. However, these assessment procedures do not clearly identify children's progress in relation to their starting points across all areas of learning. This weakness has some limitations on the childminder's ability to recognise possible gaps in development.

## 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	1

### 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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