

Inspection report for early years provision

Unique reference number	134132
Inspection date	05/03/2012
Inspector	Zahida Hatia
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.

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 1995. She lives in a second floor maisonette in the Cowley area of Oxfordshire, with her husband, adult daughter and two school age daughters. The living room on the first level and the bathroom on the second level are available for childminding. There is no garden area.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for four children under eight years at any one time, of these three may be in the early years age group. She is currently has six children on roll; three children under five years on a part-time basis. The childminder is also registered to care for children over eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a suitably warm and welcoming environment for all children and their families. She works with parents to ensure that she meets children's individual needs and is aware of the importance to build relationships with other providers such as schools. Children make satisfactory progress in most areas of their learning. Systems to observe, assess and plan for children's learning are being developed to support their individual progression. Most required policies and procedures are in place to safeguard children, though the childminder is not currently meeting two welfare requirements. The childminder demonstrates a suitable capacity to improve and she is beginning to use appropriate self-evaluation systems to identify areas for further development and improve outcomes for children.

What steps need to be taken to improve provision further?

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

- obtain information from parents about who has legal contact with the child; and who has parental responsibility (Safeguarding and promoting children's welfare) 19/03/2012
- maintain records required for the safe and efficient management of the setting to meet the needs of the children, with particular regard to recording the names of the children looked after on the premises and their hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 19/03/2012

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

- develop a systematic approach to using observations and assessments to plan the next steps in a child's learning
- develop systems for sharing information about children's learning and development with other providers for children who attend more than one setting to support continuity and progression
- develop procedures to promote reflective practice, self-evaluation and identify priorities to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder understands safeguarding procedures which enables her to satisfactorily safeguard and appropriately protect children. She is suitably informed about child protection and who to contact should there be any concerns about a child. The childminder has developed a range of written policies and procedures, which include child protection and complaints, and uses these effectively to improve her provision. The childminder minimises risks to children through sensible risk assessment procedures, which keep children safe at her premises and on outings. However, the childminder does not record the times children arrive and depart from her setting in a timely manner while children are on the premises. This can compromise children's safety. Although most necessary written parental permissions are in place, the setting does not obtain information about who has legal contact with and parental responsibility for each child. These are breaches of the welfare requirements.

The childminder meets with parents before children attend her setting in order to find out about their children's individual needs and any relevant information relating to their children, such as their likes, dislikes and their favourite toys. This helps to settle new children quickly into a routine. The childminder has sound systems in place to share information with parents. She keeps them suitably informed about their children's day through daily conversations, as well as sharing written observations. The childminder is beginning to develop partnerships with other early years providers children in her care attend. They share some information to provide continuity for the children, but not yet enough to fully support progression in children's learning.

The childminder has a suitable amount of resources, which are easily accessible to children, helping to promote their developing independence. They have access to all the necessary facilities in the home and make choices in their learning as they select toys for play. The childminder offers the children suitable support so that they learn about the community in which they live. Although the childminder currently has no children attending who have special educational needs and/or disabilities, she demonstrates a satisfactory approach towards gathering information from parents to ensure that all children are included at the setting. The childminder is beginning to consider ways of improving her practice as she looks at the service she offers and identifies any training she may need. However, her self-evaluation procedures are not yet fully in place. The childminder has adequately

addressed the recommendations raised at her last inspection.

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

Children enjoy being at the childminder's home. She provides a relaxed and welcoming environment for children. Children move freely around the setting and understand the dangers as the childminder sets adequate boundaries. They are beginning to follow suitable hygiene routines, such as, washing their hands after going to the toilet and before eating. They make healthy food choices as the childminder provides healthy snacks. Parents provide main meals that the childminder satisfactorily stores in the kitchen. Although she does not have access to a garden area of her own, she ensures that children engage in physical play and take part in activities at local playgroups and parks on a daily basis. This gives children appropriate opportunities to develop their physical skills.

The childminder observes children on a regular basis and generally uses her findings to help plan an appropriate range of experiences for all children. However, she has not developed effective methods for identifying the next steps in the children's learning. This means that children's progress is not fully maximised. Older children develop appropriate reading skills as they share their favourite stories with the childminder. Younger children enjoy sitting on the childminder's lap and they babble and smile as she turns the pages, talking to the children about the pictures in the book. Older children develop their mathematical skills through songs and resources. For example, by using simple puzzles and successfully match the numbers to objects. Younger children use simple electronic toys correctly as they press buttons to make sounds, which supports them to develop skills for the future. Children benefit from a balanced range of adult-led and child-initiated activities.

Children are well-behaved, as the childminder uses a positive approach to managing their behaviour that takes into account children's different levels of understanding, according to their age and stage of development. Children have a suitable understanding of how to keep themselves safe. For example, they are aware of the dangers of running indoors.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 19/03/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 19/03/2012