

## Inspection report for early years provision

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<b>Unique reference number</b>	EY270455
<b>Inspection date</b>	12/03/2012
<b>Inspector</b>	Carol Cox
<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 2003. She lives with her husband and adult daughter in a three-storey town house in the centre of Abingdon. Children use the ground floor of the property for play, and rest or sleep in the lounge on the first floor. There is an enclosed rear garden for outdoor activities.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under the age of eight years at any one time, of these, three may be in the early years age range. The childminder currently cares for six children in the early years age group on a full and part-time basis. The childminder works with an assistant.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder meets the care, learning and development needs of children appropriately. Children enjoy activities that promote learning in all areas of the Early Years Foundation Stage. The childminder has started to record observations of children's achievements. However, these are not yet used effectively to identify next steps in learning or to monitor children's progress. Required documents and records are in place to support children's safety and welfare. The childminder has built positive working relationships with parents and other settings attended by children to promote consistent care. Since the last inspection the childminder has clearly demonstrated a suitable capacity for continuous improvement through addressing all actions and attending training.

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

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

- for each type of outing carry out a full risk assessment, this must be reviewed before each outing, (Safeguarding and promoting children's welfare) 30/03/2012

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

- use records of children's achievements to monitor children's progress, identify what they need to learn next and to plan appropriate activities

- implement rigorous systems of self-evaluation to monitor the quality of the provision and identify areas for future development.

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

There are satisfactory arrangements in place to safeguard children. The childminder has attended recent child protection training and has a clearly written policy and procedure in place, which follows the guidance of the Local Safeguarding Children Board. The safeguarding policy includes the procedure she would follow should there be an allegation made against herself or her assistant. Parents receive copies of all policies and procedures so they understand the childminder's responsibilities for their children. Regular risk assessments and daily checks help to secure children's safety within the home. On outings children are kept safe through sensible precautions, such as using appropriate reins or wrist restraints. They practise the fire drill and learn how to cross roads safely. Within the home, children enjoy two large playrooms and a cosy living room where they freely access a wide range of resources.

Resources are interesting and stimulating and used appropriately to support children's learning and development. Resources portray positive images of a broad range of people to reflect the wider world. The childminder and her assistant help children learn about equality and diversity through discussing the people they observe on their outings in the local community. Children are valued as individuals and their backgrounds, needs and interests recognised and celebrated. Close working relationships with parents and key persons at other settings attended by children helps to identify and meet their needs consistently. Parents write of their satisfaction and confidence in the childminder's care, they appreciate her collaboration in meeting changing family needs.

The childminder appropriately maintains required records and documentation, which she shares in confidence with parents who sign to confirm validity. There are satisfactory systems in place to record parental guidance and consent to administer medication and records of accidents and treatment given. The childminder is beginning to evaluate her practice. She demonstrates sufficient capacity for continuous improvement through addressing actions raised at the last inspection. She has shown commitment to professional development by attending training, such as for first aid and child protection. She has taken action to improve her procedures and documentation. This demonstrates sufficient capacity to maintain improvement.

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

Children enjoy a range of activities and learning opportunities to promote learning in all areas. The childminder has started to make records of observations of

children's achievements, however, these do not yet clearly identify what children need to learn next or effectively track their progress. The childminder knows children well and plans activities based on themes relating to children's interests, for example, 'under the sea'. She plans activities that reflect seasonal celebrations such as Easter and Mother's Day. These include opportunities for physical and creative development, as children use tools and select materials to make cards. Children practice their number and sorting skills when playing with cars or wooden dominoes and measure ingredients when cooking. They learn about expected behaviour in public when shopping, and identify and name common objects when searching for different goods. When children of different ages and abilities play together they begin to understand about taking turns, older children enjoy helping the younger ones. Children love to choose books and snuggle with the childminder to name dinosaurs; they revel in learning to pronounce difficult words such as triceratops! Through developing language skills, enjoying interesting opportunities to explore activities and beginning to choose tools and materials, children gain confidence and begin to develop skills to support their future learning.

Children learn about healthy lifestyles through appropriate daily routines. They know when they should wash their hands. The childminder provides a step and individual towels to encourage independence and prevent spread of infection. Children bring their own food and the childminder stores this appropriately. They sleep in line with parental wishes, and enjoy regular fresh air and exercise when playing in the garden or visiting local parks and shops. Children learn about the simple house rules and the childminder has some experience of helping children when they have behavioural difficulties. The childminder takes a positive approach to encouraging appropriate behaviour and rewards children with praise and encouragement. Generally children are well settled and at home in her care.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:	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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