

## Inspection report for early years provision

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<b>Unique reference number</b>	EY346781
<b>Inspection date</b>	15/03/2012
<b>Inspector</b>	Zahida Hatia
<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 2007. She lives with her partner and her two children aged seven and four years old. They live in a three bedroom semi-detached house in Bampton, Oxfordshire. There is a fully enclosed garden available for outdoor play. The family has two tortoises and two guinea pigs.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for four children under eight years at any one time; of these, two may be in the early years age group. She currently cares for two children at varying times throughout the week, one of whom is in the early years age group. The childminder walks to the local school to take and collect children. Her home is within walking distance of a local park and children's centre.

## **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. The childminder demonstrates a good understanding of their individual needs and actively promotes an inclusive environment where children develop their awareness of diversity. Systems for observation and assessment enable the childminder to monitor children's achievements and plan their next steps, although links to the early learning goals are not yet clear. Documentation is well organised and includes the required information. The childminder establishes good relationships with parents and provides an inclusive service to all families attending. She demonstrates a capacity to improve and evaluates her service, reflecting on her current practice, although her current system does not accurately identify key strengths and weaknesses to fully maintain continuous improvement.

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

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

- improve systems for observing and monitoring children's development and progress to enable clear links with the early learning goals
- further develop systems for evaluating practice, to accurately identify key strengths and weaknesses in all areas of the provision, to maintain continuous improvement.

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

The childminder has a good understanding of safeguarding procedures. She has attended training on safeguarding issues and closely supervises the children in her care. The childminder completes a written checklist each day to ensure the premises are safe prior to the children arriving. Written risk assessments include details of any hazards in the different areas of the childminder's home, garden and outings. This helps to keep children safe and ensure the childminder is able to take effective action to manage and eliminate risks.

Partnerships with parents are good. The childminder seeks information from parents regarding their child's routine, individual care needs and particular preferences. This means she is able to provide consistent care for each child. The childminder encourages a two-way flow of information between herself and parents, and provides verbal feedback each day. This ensures that children's changing needs are well met. The childminder shares individual learning folders with parents regularly to keep them up-to-date with their child's progress. Although there are currently no children attending who receive education and care in more than one setting, the childminder demonstrates she has been effective in sharing children's progress in the past when children have attended elsewhere. This shows she has a good understanding of the benefits of sharing relevant information with other practitioners to ensure continuity and coherence.

The childminder creates a welcoming, child-friendly environment where resources and toys are accessible for children within the dining room and lounge area, helping to promote their independence. Children's artwork and informative posters are on display, making the environment more welcoming. The childminder knows the children well and has a good understanding of issues relating to equality and diversity. She provides a service that ensures all children and their families are included and treated with equal concern and respect. The childminder values children's individual needs and supports them in their ongoing development. She demonstrates a good understanding of how to implement additional support for children with special educational needs and/or disabilities. Consequently, the childminder effectively promotes inclusive practice.

The childminder conscientiously provides a professional service and demonstrates a commitment to self-evaluation. She evaluates her practice, taking into consideration her strengths and making note of improvements she would like to make. However, the childminder does not fully review all areas of her practice to gain an accurate picture of overall strengths and weaknesses for future development.

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

Children are very settled, happy and quietly confident in the childminder's organised home, where they freely move from room to room. She recognises children's unique qualities and this enables her to fully meet their individual needs. The childminder has good knowledge of the six areas of learning and development and uses this to effectively plan a variety of suitable activities. She has a good understanding of each child's abilities, interests and special requirements. The childminder keeps detailed records of children's learning and development, including recording and identifying their next steps. She also completes a plan for each child that helps to ensure activities meet children's individual needs. However, there are no clear links from observations and assessment records to the early learning goals to enable the childminder to effectively monitor progress across all areas.

Children enjoy exploring and using their senses. Younger children love finger painting, using different colours to decorate the butterflies on the picture. A child tells the childminder 'This is for my daddy and I want to make one for my mummy'. Children are very settled and at ease with the childminder and her family, demonstrating their strong sense of belonging. The childminder has a calm and caring manner. She encourages young children's language and communication skills through speaking clearly, asking them questions and introducing new vocabulary. Children enjoy easy access to a wide range of books. The childminder encourages them to concentrate as they take the scissors and cut out shapes. Children are confident to ask the childminder for support, such as, 'can you help me do cutting?' as they make their collages to take home. They find their favourite toy and smile as they take it out of the basket. Children enjoy role-play opportunities, for example, they play happily in the toy kitchen, banging pans on the toy cooker and enjoying the noise they make. They also like to find the toy brush and pretend to sweep the carpet.

Children learn to count and recognise letters, numbers and colours while they complete puzzles and play number games. They create towers out of building blocks, counting how many bricks they have linked together and identifying the colours as they build. Children learn about the natural world around them through their walks in the village. They show a good understanding of diversity and the wider world, engaging in activities and experiences to support their learning. Children become familiar with technology and develop skills for the future as they use electronic toys which make different sounds or flash when touched or pushed. In the garden, children enjoy running or throwing balls to develop their physical skills and coordination.

Children behave very well as the childminder uses lots of praise and encouragement with them, promoting good levels of self-esteem. Children develop a good understanding of healthy eating as the childminder ensures they eat nutritious snacks, such as fruit, bread sticks and vegetables. Children wash their hands after touching the pets or playing in the garden and before eating. They go for walks in the local area, play at the park and in the well-equipped garden. As a

result, they get plenty of fresh air, exercise and stimulation which helps promote their health and well-being. The childminder places priority on keeping the children safe. She explains to the children about road safety when out walking. The children also practise fire drills with the childminder regularly to develop their understanding of emergency procedures.

## 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

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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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