

## Inspection report for early years provision

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<b>Unique reference number</b>	EY400125
<b>Inspection date</b>	07/06/2012
<b>Inspector</b>	Hilary Tierney
<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 2009 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare register. She lives in the Blackbird Leys area of Oxford with her grown-up daughter. The ground floor of the childminder's home is used for childminding with access to the first floor to toilet facilities. The bedrooms are used when children require a rest.

The childminder may provide care for a maximum of six children under eight years of age, of these, three may be in the early years age group. When working with an assistant, the childminder may provide care for a maximum of 12 children under eight years of age. Of these, no more than six may be in the early years age group. Currently there are nine children on roll, of whom five are in the early years age range. The childminder's core hours of work are from 7.30am to 6pm all year round.

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

Overall the quality of the provision is good.

Children are happy, comfortable and settled in their surroundings. Their individual needs are met well by the childminder and her assistant. Good partnerships with parents have developed and detailed information is shared with them daily. Partnerships with other early years settings are in their infancy. At times, confidentiality with some paperwork has not been maintained. The childminder has started to complete the self-evaluation process and can clearly identify areas to improve and develop, which demonstrates her drive to provide good quality childcare.

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

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

- consider the development of links with other settings when children attend them, so that practitioners from each setting regularly share information to enable continuity and coherence in children's learning and development
- maintain confidentiality with particular regard to when recording any injuries that children may arrive with from home.

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

The childminder has a good understanding of what to do if she has any concerns about children in her care and records any injuries that children arrive with from home. However, she has not always kept these entries confidential with two

entries for different children on the same page. Detailed risk assessments are in place and cover all aspects of the setting both inside and outside. Children demonstrate they feel safe and secure in the childminder's company. Accident and medication records are kept and all necessary written parental permissions are in place.

Resources are balanced and easily accessible for all children. The childminder actively promotes equality and diversity. She offers good support for children who have English as an additional language. All children are treated with equal care and concern by both the childminder and her assistant. There is a good partnership with parents and detailed information is shared verbally with them when they leave and collect their children. Parental feedback sheets have been completed and comments from parents indicate they are very happy with the care provided and the activities their children take part in when at the childminder's home.

Partnerships with other settings are in their infancy and the childminder has started to make efforts to link with the school where she collects children from. No other children attend other early years settings, such as play groups, yet and the childminder has yet to consider how she will link with them when children start attending.

This is the childminder's first inspection and she has made a good start on completing the self-evaluation process with her assistant, clearly identifying areas to improve. She has a strong drive to improve and realises that evaluation of practice is an on-going process to help her evaluate her practise to enable her to provide high quality childcare.

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

Children settle quickly with the childminder when their parents leave. They enter the home and can easily access the resources. Children enjoy role play and pretend to make tea for everyone. Lovely interactions between the children and childminder and her assistant help children to develop their language skills. Children have good access to books and are able to select any book they wish for themselves. They enjoy looking at books alone or together with either the childminder or her assistant.

Children are happy, comfortable and confident in their surroundings. Younger children are offered plenty of reassurance and cuddles when required. Children behave well and understand the rules of the setting. Children display confidence and self-esteem. Younger children are beginning to understand what is expected of them and demonstrate a clear understanding of how to stay safe with some help from the childminder. Children take their shoes off as they enter the home and are beginning to learn to share and take turns as they play. Younger children enjoy playing with small balls throwing and rolling them to the childminder and assistant in turns.

Young children are beginning to develop their early fundamental skills and actively explore their surroundings with curiosity and interest. For example, children enjoy outside play and run around the garden. They enjoy climbing on the steps to get up the slide, closely supervised by the childminder, and then sliding down the slide.

Children are beginning to learn about healthy lifestyles and practises. The childminder and her assistant are good role models. For example, children see them regularly washing their hands before getting the children's packed lunches out. The childminder has good nappy changing procedures in place. The childminder encourages children to wash their hands before eating, after being in the garden and after nappy changing. Children sit well as they eat and drink. The childminder and assistant sit with the children and talk with them as they eat. Young children are content and settled because their health, physical and dietary requirements are well met.

## 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	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

<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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