

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY375666               |
| <b>Inspection date</b>         | 31/03/2009             |
| <b>Inspector</b>               | Josephine Mary Hammick |
| <b>Type of setting</b>         | Childminder            |

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

## Description of the childminding

The childminder registered in 2008. She lives with her child, aged 20 months, in a village on the borders of Oxfordshire and Gloucestershire. The entire house is registered for childminding and a fully enclosed rear garden is available for outside play. Bathroom facilities are on the first floor. A park, mobile library and toddler group lie within walking distance. The childminder can take children to and collect from local schools and pre-schools.

The childminder is registered to care for five children at any one time on the Early Years register and the compulsory part of the Childcare Register. She is registered to provide overnight care for one child at any one time. She currently has one child on roll who attends on a part-time basis. The childminder offers care for children with learning difficulties and/or disabilities and those who speak English as an additional language. She is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Overall, the setting provides good care for children. The childminder promotes children's welfare appropriately, ensuring they are safe and secure. Children benefit from inclusive practice because of the childminder's commitment to seeing all children as individuals and her ability to work in partnership with parents and carers to identify those needs.

The sharing of information with parents regarding children's care is effective in ensuring that their needs are in line with their own welfare needs. Effective procedures are in place to ensure the children's learning needs are recognised and recorded attractively to share with parents. However, observations are not evaluated in order to identify the next stage of learning. The childminder is developing systems for monitoring her own practice by using a formal process for self-evaluation.

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

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

- evaluate observations in order to monitor developmental progress and plan for the next stage of learning.

## The leadership and management of the early years provision

The childminder uses self-evaluation processes to identify areas for professional development. For example, she has enrolled in workshops, such as first aid, and carries out research on the internet to extend her knowledge and expertise. She has a generally good understanding of the welfare and learning and development requirements within the Early Years Foundation Stage. Attractive records are kept

in order to document children enjoying play and exploration. The six areas of learning are identified and children enjoy a good balance of activities. Other systems are in place to identify strengths, weaknesses and areas of development in order to plan improvements. For example, the childminder has started to make use of a written self-evaluation form to monitor her practice.

Written policies and procedures are in place to protect children, including child protection, equal opportunities and health and safety. They are well thought out and the childminder reviews them regularly to ensure their relevance to her current practice. Procedures to ensure that children's welfare is safeguarded are good. For example, the front door is kept locked at all times and only named adults collect children. Hygiene procedures are robust, minimising the risk of cross infection and medication procedures are followed vigilantly. Risk assessments are carried out on a daily basis, including those for outings, and are written down and recorded to ensure consistency and thoroughness.

Children's specific dietary requirements are respected and adhered to. Children bring in their own packed lunches and the childminder provides snacks which are nutritionally balanced and low in fat, sugar and salt. Children are involved in growing their own vegetables in pots in the garden to help them develop their awareness of where food comes from and healthy lifestyles.

Parents are made to feel very welcome and have opportunities to share information about their children on a daily basis, through a written diary. Feedback from parents is positive and they feel comfortable to share information with the childminder. The focus of communication is on children's welfare and their learning and development. Starting points are identified on admission and written observations carried out. However, children's progress is not effectively monitored. Systems have not yet been established in order to monitor progress and plan for future learning.

## **The quality and standards of the early years provision**

The childminder has attended training since registration and regularly enhances her resources and equipment. Children benefit from the childminder organising fun and interesting activities and experiences. For example, children grow their own vegetables and fruits in containers in the garden, and like using the paints and craft materials. They make hand and foot prints using bright colours and enjoy the texture of the paint. Their creations are attractively displayed around the premises. The childminder knows the children's preferences well and therefore what will stimulate them to enjoy different experiences.

The childminder is sensitive to children being included as part of the group, and at meal times they all sit at the table in their high chairs to socialise. Babies' independence is encouraged by helping them to feed themselves, and to help tidy away their toys at clearing up time. Older children are encouraged to manage putting on their own coats and shoes and to wash their own hands before food, after using the lavatory and going outside.

Children have a well balanced day and are able to explore and take part in a wide range of activities. Examples include construction toys, puzzles, cutting and gluing, dressing up and role play. They make good use of the enclosed garden and relish being able to benefit from fresh air and the ability to let off steam. Children enjoy ride-on toys, balls and the sand pit. At other times, they go to toddler groups or for other visits into the neighbourhood, such as the train station and children's centre.

All children enjoy looking at books and listening to stories. Babies enjoy simple board or cloth books and delight in the bright colours and simple texts. Children respond to the music and singing sessions. The childminder uses this time to develop their awareness and understanding of numbers, letters and shapes. The babies delight in the repetition of rhyme.

Children respond well to the firm but fair behaviour boundaries set down by the childminder. The very young have a developing understanding of how to take turns and share. They know that they must be gentle with each other and to adhere to the simple 'rules of the house', for example, not to climb on the furniture.

## 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*

### Overall effectiveness

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|-------------------------------------------------------------------------------------------------------------|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?                                                     | 2 |
| The capacity of the provision to maintain continuous improvement.                                           | 2 |

### Leadership and management

|                                                                                                   |   |
|---------------------------------------------------------------------------------------------------|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 3 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others?                            | 2 |
| How well are children safeguarded?                                                                | 2 |

### Quality and standards

|                                                                                                       |   |
|-------------------------------------------------------------------------------------------------------|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 3 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?                                                            | 2 |
| How well are children helped to be healthy?                                                           | 3 |
| How well are children helped to enjoy and achieve?                                                    | 2 |
| How well are children helped to make a positive contribution?                                         | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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

Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.