

## Inspection report for early years provision

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<b>Unique reference number</b>	133681
<b>Inspection date</b>	24/02/2010
<b>Inspector</b>	Tracy Bartholomew

<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 1992. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 14, 18, 21 in a house in Wantage, Oxfordshire. Her home is readily accessible. Shops, toddler groups, a park, library and other amenities lie within walking distance. The childminder can take children to and collect them from, local schools and pre-schools.

The downstairs is used for childminding, with a room used on the first floor for sleeping. There is a fully enclosed garden available for outside play. Her registration permits her to care for six children; of these three may be within the early years age range, at any one time. She currently minds three children all aged within the early years age range, attending on a full and part time basis.

The family have two cats.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are confident and clearly enjoy their time with the childminder. They have developed good relationships with each other, which as a result enables them to feel settled and ready to learn. The children receive a suitable play experience of the Early Years Foundation Stage (EYFS). The childminder is still developing her knowledge of the documentation side of the framework, although regardless of this the children make suitable progress in their learning and development overall. The childminder has started to reflect on her practice and has identified areas of strength well, although some areas of self improvement are overlooked, nevertheless, she demonstrates a strong capacity for continuous improvement.

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

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

- ensure that the risk assessment covers all outings undertaken with children, and that this clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (also applies to both parts of the Childcare Register) (Suitable premises, environment and equipment) 24/03/2010

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

- develop methods of plotting children's progress to ensure this can be quickly assessed to give a clear picture of their learning and development

- develop planning of activities and themes to ensure that the children are receiving a wide variety of experiences to aid their development within the six areas of learning
- further develop the access of toys and resources, especially in relation to books to allow the children to choose more readily

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

The childminder has a sound understanding of her responsibility to protect children, she clearly knows the route for referrals and understands her position to protect children at all times. Her home is safe and children are well protected from persons who do not have suitable checks, this in all ensures children's safety is appropriately maintained. The children have access to a safe home, where the childminder has clearly minimised all potential risks to children's safety and health well, both inside and outside her home. However, this has not been cascaded to outings and no risk assessments are completed which breaches requirements. Regardless of this the childminder has a suitable first aid certificate, which enables her to give medical treatment if required.

The childminder has a range of policies and procedures in place, these are available to parents and reflect what the childminder does on a daily basis. Documentation is in place for maintaining the safety of the children, this includes registration details, contracts and parental permission. This enables the childminder to act in the children's best interests, for example she is able to seek emergency medical care, if needed. All parents are given details of the regulator and how to make complaints, should they wish to do so, which as a result demonstrates that the childminder has a high regard for the safety and wellbeing of children.

The childminder reflects on her practice and knows where some of her weaknesses lie, but has not as of yet fully developed a plan to address these. Although she is an experienced childminder, she is finding some aspects of the paperwork an area that she requires further guidance on. She is currently seeking guidance and support to enable her to improve this area of her work, however is finding that courses are not currently held when she is available. Regardless of this, once she has attended training this will enable her to improve her documentation and in turn will be fully reflected in the children's learning journals, as these are still in their early stages and do not clearly show children's individual progress, which as a result does not show how children are developing within the EYFS framework.

The childminder promotes equality and diversity in most areas, as she welcomes all children to her home and she does not discriminate. Although resources and activities are limited in their accessibility, the children are fully aware of what is available and enjoy playing with toys that reflect positive images of cultural diversity and disability through small people, puzzles and dressing up. The childminder engages well with parents and the children themselves. She ensures the parents are fully aware of the events of the children's day and gives clear messages to wider partnerships within the local pre-schools, to maintain two-way

communication to promote the children's learning and development and maintain continuity of care.

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

Children are happy, relaxed and confident within the childminders home. They clearly enjoy the company of the childminder and together they have fun within the warm environment. The children demonstrate their ease at being with the childminder through their relaxed mannerisms, they clearly feel secure and confidently seek cuddles when needed. The childminder identifies and minimises potential risks to children's security well. She supervises children closely at all times and helps children learn how to keep themselves safe, for example, through teaching basic road safety.

Children are well behaved, they thrive due to the high level of praise that the childminder gives to them on individual basis, this in turn promotes good behaviour overall. The children enjoy the activities on offer and know what is available within the home, for example, they enjoy dressing up and role play. The childminder endeavours to steer the children interest from the television, although this was asked for considerably during the visit, but does however allow the children time to enjoy their favourite programs. The children receive an appropriate range of experiences with toys and resources, however it is unclear to establish if all children receive activities and themes which encompass all of the six areas of learning, due to the lack of documentation and the range of toys freely accessible, especially in relation to books which are piled up invitingly within the book shelf.

The childminder allows the children to make clear choices of what they wish to do during their time with her, she provides them with structured activities such as cooking and painting. Painting is well supported, with children having the freedom to chose and pour their own colours, they mix these together to create new colours and enjoy printing pictures of their hands. The childminder supports children's play well and is skilled at engaging the children through asking appropriate questions, speaking clearly, making good eye contact and by having a positive nature. This all helps the children to develop their vocabularies and feel confident to try new things. The childminder treats children respectfully, which helps them behave well and get on happily together, she reminds them well of the rules when playing with the train track, reminding them to share the trucks. These simple messages gently remind the children of what is expected of them.

Children use a suitable home where they are treated as part of the family, the childminder endeavours to maintain a clean environment which as a result ensures that the spread of cross-infection is minimised. Children learn about the benefits of healthy living suitably. They eat healthy snacks and develop their physical skills well, benefiting from regular fresh air and physical exercise, such as visiting local parks and playing in the garden.

## 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>How effectively is the Early Years Foundation Stage led and managed?</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	2
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	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:

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 (suitable premises and safeguarding children) 24/03/2010

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 (suitable premises and safeguarding children) 24/03/2010