

Inspection report for early years provision

Unique reference number	EY219475
Inspection date	16/11/2009
Inspector	Tom Radcliffe
Type of setting	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 was registered in 2002. She lives with her husband and two children aged 11 and nine years in a residential area in Bicester. Two ground floor rooms of the childminder's house are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time of whom no more than three may be in the early years age group. She is currently minding three children under five all day and three children over five before and after school. The childminder also provides care for two children over eight years of age before and after school. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She walks to local schools to take and collect children and attends a local carer and toddler group on a regular basis. When taking and collecting children from school the childminder uses an assistant. At the present time the childminder also works with a co-childminder in her home when she is registered to care for a maximum of six children under eight at any one time of whom no more than six may be in the early years age group. The childminder holds the NNEB qualification in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of the individual needs of each child that she minds which ensures that their learning and welfare needs are given very good attention. Children settle well and access an excellent range of interesting play experiences and they have opportunities to be independent and make choices. All play areas are spacious, well organised and extremely well equipped. The childminder uses a range of partnerships very well to support the progress that children make, for example, in cases of specific needs. Effective self-evaluation by the childminder and a reflective approach to her work allows her to understand what she does well and what may need to improve to enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that observations made on children are used to track their progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The provision is managed safely, efficiently and in the interests of all users as the childminder makes informative written policies and procedures available to all parties. Children are safeguarded very well as the childminder has an excellent understanding of effective working practices which she implements consistently. As a result, all adults in the setting are vetted for suitability, supervision is always attentive and relevant procedures are in place to protect children. Children's safety is of paramount importance to the childminder. To ensure this she undertakes effective risk assessments in all areas that children use including when outside and on outings. This allows children to safely explore and make choices about what they want to do which greatly helps their confidence and learning. Children's good health and well-being is promoted by the childminder's knowledge and understanding of effective practice, for example, she maintains a hygienic environment and manages any accidents or illness well.

The childminder uses self-evaluation from a range of sources to guide any decisions that she makes about improvements or developing her practice. These include observations made on children, feedback from parents and sharing expertise with her co-childminder. There have been improvements since the last inspection and she has become more adept at setting targets for the future. The childminder ensures that her skills are regularly updated through training and development with the local authority. There are very good partnerships with parents and the childminder understands the importance of wider partnerships with other providers or settings. This helps to ensure that children's needs are understood and that ongoing learning is supported.

Children play in spacious, attractive and child-friendly accommodation. Their learning and development in all areas is supported by high quality resources which are age appropriate and diverse. The childminder supports children's free choice as they direct their own play and makes interventions to offer advice, re-direct children or encourage them to be more independent. This enhances children's learning and their enjoyment as they play. The provision is very inclusive as the childminder understands the unique qualities of each child and plans for their future progress. Children are given valuable opportunities to understand their diverse world as they undertake well planned activities and access resources that deepen their understanding.

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

Children's make progress as they access an excellent range of appropriate learning opportunities. The childminder has a very good understanding of the starting points of each child through careful observations and from parental input. Observations made on children are used to consider the next steps in children's learning and to generate plans of activities. Information gained is also shared with parents regularly and informative photographic records provide valuable

development information. This allows children to enjoy the activities and ensure that they face challenge and build on what they can already do. Children enjoy playing with construction sets, wheeled toys and their own imaginative games with role play resources. Children's play is appropriately supported by the childminder as she enhances their understanding and makes timely suggestions. For example, when using a toy with a mechanical lift children learnt how it worked and so included it in their game. Children also involve adults in their own games as they play with dolls and go shopping. In addition, children respond well to an adult lead, for example, when sharing books, singing together, painting or using modelling clay. Children's spoken language is very well developed through conversations and by answering questions. Children are communicative and express their ideas and respond appropriately when talking about stories. They enjoy books and interact with the childminder as she reads them. They also have an understanding of writing through role play, the use of their own names and mark making opportunities. Children work with numbers, values and quantities as they play and they gain an understanding through practical activities. Children are given many opportunities to develop their physical skills as they play both indoors and outdoors and their understanding of their world is developed through outings into the locality. The childminder has a good understanding of the Early Years Foundation Stage (EYFS) and a very good understanding of how young children learn through play and first hand experience. However, at the present time the assessment information known to the childminder is not used to track children's progress towards early learning goals.

Children's welfare is promoted very well by the childminder. Children are skilfully guided to enable them to gain an age appropriate understanding of their own safety and that of others. They are safeguarded extremely well and their behaviour is managed very effectively. Children share resources, take turns and involve each other in their play. They also manage their own behaviour when using free play time and contribute to group activities such as singing, movement or sharing books. Children gain an understanding that different children may have varying strengths and weaknesses based on their age or starting points. Even the youngest children in the setting are able to apply themselves for an appropriate amount of time and respond appropriately to different activities, for example, when painting at a table or when outside.

Outcomes for children are promoted by the childminder. Children are very happy and settled as they make choices, follow an adult lead and join in at snack time or when tidying up. Children readily explore their environment and show very high levels of enthusiasm about what they do. In addition, the children have very secure and trusting relationships with adults who ensure that children feel very safe and build their confidence and self-esteem. Parents greatly value the close bond between children and carers. Children have a good understanding about healthy lifestyles and choices and relish all opportunities to take part in physical activities. Children respond well to challenge and the expectations that the childminder places on them. Children generally acquire skills and abilities which are appropriate to their age and their progress ensures that most children are prepared well for future learning needs.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
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

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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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