

## Inspection report for early years provision

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<b>Unique reference number</b>	EY332995
<b>Inspection date</b>	10/12/2009
<b>Inspector</b>	Tom Radcliffe
<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 was registered in 2006. She lives with her husband and two children aged 10 and six in Bicester, Oxfordshire. The whole of the ground floor of the childminder's house is used for childminding.

The childminder is registered to care for a maximum of five children under eight years at any one time of whom no more than two may be in the early years age group. She is currently minding three children under five during the day. The childminder also provides care for one child over eight years of age after school. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder attends a local carer and toddler group. The family has a pet dog.

The childminder supports children with learning difficulties.

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

Overall the quality of the provision is satisfactory.

The childminder works with an understanding of the individual needs of each child which ensures that their learning and welfare needs are given satisfactory attention. Children enjoy playing in a setting which promotes their choice and independence where they can access interesting activities. The childminder uses effective partnerships with parents and other settings to support the progress that children make. Some use of self-evaluation by the childminder allows her to gain an understanding of her strengths and what may need to be developed. While this has started to improve outcomes for children and the level of provision the childminder intends to use more effective self-evaluation in the near future.

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

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

- build on assessment arrangements to ensure that an accurate understanding of progress is used to identify learning priorities
- develop the activities that young children take part in to ensure that they progress towards early learning goals.

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

The childminder makes clear written policies and procedures available to all parents. This helps to ensure the safe and efficient management of the provision. All children are well safeguarded as the childminder has a good understanding of effective working practices. As a result all adults are vetted for suitability, supervision is attentive and procedures protect children's interests. Children move

freely within the available play space which is made safe as all aspects of it are risk assessed to reduce potential hazards. Children are safe both indoors and when on their regular walks within the locality to other settings or play facilities. Children's good health and well-being is promoted by the childminder as day to day routines are hygienic and all accidents and illnesses are managed effectively.

The childminder uses some evaluation of her provision to help her decide what improvements may be required. Her main sources of information are parents via informal feedback and questionnaires, and children as they play. There have been improvements since the last inspection and the childminder wishes this to continue. The childminder updates her skills through attending training and development opportunities; for example, in child protection. There are good partnerships with parents and the childminder understands the importance of partnerships with other settings and providers to support children's ongoing learning and development.

Children are able to play in accommodation which is arranged to meet their needs. Their learning in all areas is supported by resources, toys and activities which are generally age appropriate. The childminder allows children to take the lead in what they do and is always close by to support their play and enhance their learning. This allows children to develop their ability to make decisions and build on their levels of concentration and self-reliance. The childminder's understanding of each child as a unique individual promotes the inclusion of all children; for example, in cases of additional learning needs. Children are able to gain a sense of their diverse world through the resources that they play with and the activities that they undertake.

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

Children's progress is at least satisfactory as they experience a range of useful learning opportunities. The childminder has an understanding of children's starting points and uses observations to assess the progress that children make. All assessment information is collated in the form of scrapbooks which are shared with parents and used to plan children's next steps in learning. Children enjoy making decisions about what they want to do and decide to use role play equipment, construction sets or jigsaws. The childminder usually promotes children's lead and supports the decisions that they make by making suggestions and contributing to their understanding. As a result children play for long periods of time with toy food, dolls and push chairs as they create activities of caring for their dolls and taking them for a walk to the shops. Children include the childminder in their play and conversations are varied as children learn new words and become more expressive in their speech. Children access numbers and gain an understanding of mathematical ideas as they play and investigate practical situations. Their physical and creative skills are developed as they use messy play resources, threading games and learn about mark making. The childminder has a satisfactory understanding of the Early Years Foundation Stage and a more secure understanding of how young children learn through play and first hand experience. Children make progress as a result of what they do when with the childminder

however the activities that they undertake are not sufficiently developed or well planned to support their continued progress to early learning goals. In addition the assessment arrangements in place lack focus and do not ensure that learning priorities are identified.

The childminder promotes children's welfare satisfactorily. Children have an age appropriate sense of their own safety and that of others. They are safeguarded and their behaviour is managed so that they understand about the importance of sharing, taking turns and playing together. The childminder supports the children's understanding that different children may have varying strengths and abilities, for example, those of different ages or starting points. This usually takes place through conversations as children play together. Children are able to apply themselves for appropriate amounts of time and are beginning to understand that different activities require different responses, for example, when walking outside and when sharing books.

The childminder promotes outcomes for children satisfactorily. Children are settled and content as they play and make decisions. They use their imaginations and explore play possibilities. They have a secure relationship with the childminder and readily discuss their feelings and what they want to do. This ensures that children feel safe. Children grow with a good understanding of healthy life choices as they realise the value of exercise and healthy eating. Children respond to challenges and expectations that are placed on them which is improving as they get older. Children generally acquire skills and abilities which are appropriate to their age and their progress should ensure that they are prepared 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

<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	2
The effectiveness of safeguarding	2
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	2
The extent to which children adopt healthy lifestyles	2
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:	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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