

## Inspection report for early years provision

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<b>Unique reference number</b>	EY391331
<b>Inspection date</b>	13/10/2009
<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 2009. She lives with her parents and brother in Bicester in Oxfordshire. The whole of the ground floor of the childminder's house is used for childminding plus an upstairs room 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 which no more than three may be in the early years age group. She is currently minding one child under five all day and one child under five before and after school on two days each week. The childminder works with another childminder at the same premises at which times together they are registered to care for a maximum of eight children under eight years at any one time of which no more than six may be in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children and she attends a childminders' support group. The family has a pet dog.

The childminder supports children with special educational needs and/or disabilities and is a member of an approved childminding network.

## **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 welfare and learning needs are given good attention. Children enjoy their time in a very child-friendly environment and are freely able to access a range of highly appropriate play opportunities showing independence and choice. The childminder's good partnership with parents and other settings underpins the good progress that children make. The childminder is committed to improving the service that she provides and so enhance outcomes for children; she achieves this by reflecting on her work and making some use of more formal processes of self-evaluation.

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

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

- continue to plan activities to ensure that children make their expected progress towards early learning goals and use all observations to track this progress.
- develop processes of self-evaluation that are already in place in order to further enhance outcomes for children.

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

The childminder has clear written policies in place which she regularly reviews and which ensures that the provision is managed safely, efficiently and in the interests of children and parents. Children are safeguarded well as the childminder implements all relevant procedures consistently and with understanding. In addition all adults within the childminder's home are vetted for suitability and children are supervised very well at all times. Children's safety is assured as the setting is effectively and stringently risk assessed. Children play confidently making choices about what they want to do showing independence in a well managed play environment. The childminder's good knowledge and understanding of effective working practices promotes children's good health and well-being, for example, in cases of minor accidents or illness.

The childminder is very reflective in her work with children and wants to do the best that she can for all in her care. She observes children well and uses her contacts with parents to gain an understanding of where improvements could be made and what she does well. She plans for areas that she perceives as requiring attention and sets loose targets and time scales to achieve this. In this way the childminder has enhanced how she plans activities for children and how she assesses their progress. However, self-evaluation lacks rigour and does not always set a clear agenda for improvement. The childminder uses a range of partnerships to support children both with parents and other providers or settings which greatly enhances the ongoing learning and development of children.

Children play in spacious, attractive and very well organised accommodation. The childminder has taken great care to ensure that resources are to hand that will allow children to experience learning in all areas. Her supportive relationship with children allows them to direct their own play but she also uses the opportunity to intervene and support them to enhance their learning and understanding. The childminder promotes inclusive practice and ensures that all children are able to make progress and fulfil their potential. In addition she provides children with age appropriate experiences from which they gain an understanding of their diverse world and community. The childminder very effectively supports children who have additional learning needs and skilfully puts in place individual learning plans to ensure that their needs are understood and met.

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

Children's progress is good as they access a wide range of learning opportunities. Their starting points are well understood and the childminder's use of observations enables her to have an accurate understanding of their progress. Information gained from observations is carefully collated and is used to plan what children will do next and to share with parents. These written records are a strength of the childminder's work. The plans used by the childminder are very well developed and include a very wide range of interesting and stimulating activities for the children,

for example, recent work on space rockets. Children move freely within the childminder's home with confidence as they decide to play with shape games, use threading resources, share books or play with musical instruments and toys. Children respond very well to the childminder as they follow guidance, take part in conversations and communicate with her so that she understands what they want to do. At one point a young child was able to involve the childminder in a game by acting out what she wanted the childminder to do. Where the childminder leads an activity children respond well and take part in activities that give them a greater understanding of letters, sounds, numbers and the names of objects. The childminder has a good understanding of the Early Years Foundation Stage (EYFS) and of how young children learn through play and first hand experiences. All areas of learning are given very good attention as children develop their physical skills, creativity and imaginations. As children use role play resources the childminder develops their language through conversations and by asking questions so that these experiences allow children to understand their world and extend their vocabulary at the same time. Though planning and assessment is effective the childminder does not always use information to track children's progress towards early learning goals.

Children's welfare is very well promoted by the childminder. All children are safeguarded and they have a growing understanding of their own safety and that of other children. The childminder manages the children's behaviour well and children demonstrate cooperative behaviour as they will share or take turns appropriately when with other children. The childminder allows children to have a sense that each of them have varying needs and her treatment of children as individuals enables them to build on their ability to concentrate, communicate and apply what they already know. Children respond appropriately when in different learning situations, for example, when playing outdoors, sharing books or visiting local drop-in groups.

All outcomes for children are promoted by the childminder. Children enjoy their time playing and exploring their environment. They also enjoy secure relationships with adults and their openness with them indicates that they feel safe. Children also have a growing sense of how to keep themselves safe as they play and move around the setting. In addition children are starting to understand about the value of healthy life choices in relation to diet and exercise. Children respond well to challenge and the childminder's expectations of what they can achieve. 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

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

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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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