

Inspection report for early years provision

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Inspection date	29/09/2010
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 1980 and lives with her husband in a residential area situated in a village on the outskirts of Moreton-in-Marsh. There are parks, playing fields, leisure centres, daycare settings and schools within the locality. The childminder is able to take and collect children from local schools and daycare settings. Children are taken on local visits and outings. The family has one cat.

All of the property is used for childminding. Children have access to the front and rear gardens for outdoor play. The childminder has procedures to support children with learning difficulties and/or disabilities, and those who speak English as an additional language.

The childminder is registered to care for six children at any one time, three of whom may be in the early years age group. There are currently six children on roll within the Early Years Foundation Stage. This provision is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association and has achieved Level 3 in the Quality First quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a stimulating and interesting play environment for children. She works with a good understanding of children's individual characters and personalities and so meets their learning and welfare needs well. Children are very happy and settled as they play, make choices and show good levels of independence. The childminder has positive partnerships with parents and when required, other settings or professionals to support children's progress. Effective self-evaluation by the childminder enables her to have an accurate understanding of her strengths and what she wants to improve. This helps to ensure that the provision improves and outcomes for children are enhanced.

What steps need to be taken to improve provision further?

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

- continue to develop the learning and play experiences that children have to ensure that their progress is appropriately supported.

The effectiveness of leadership and management of the early years provision

In order to ensure the safe and efficient management of the provision the childminder makes concise and informative written policies and procedures available. The setting is child-centred and the childminder's good understanding of effective practice ensures that all children are well safeguarded. As a result all adults are vetted for suitability, supervision is attentive and all procedures protect children's interests. Children play in an environment that is thoroughly risk assessed to maximise their safety as potential hazards are significantly reduced. Children play and move freely both indoors and outdoors and have many opportunities to use local facilities. This helps children's learning and has a very positive impact on their confidence and ability to make decisions. Children's good health and well-being is promoted by the childminder as she allows children to understand about personal hygiene and uses highly hygienic working practices. She also manages any accidents and illness well.

The childminder uses effective and regular processes of self-evaluation to gain an accurate understanding of the level of her provision. She draws information from a variety of sources and carefully observes children as she makes decisions about what she wants to improve. She also uses her own professional development to update her skills and there have been improvements made since the last inspection. There are very positive partnerships with parents which the childminder actively promotes and values. This supports children's ongoing learning and development. She also shows a good understanding of the value of wider partnerships to support individual children, for example, where they may have special educational needs or disabilities.

Children play in spacious accommodation which is organised to provide a range of play opportunities. The childminder ensures that she matches resources and activities to learning intentions which helps to promote children's all round development. The childminder supports children's choices and facilitates child-led activities well. She offers appropriate support at these times which helps children learn and understand about their play. The childminder has a good understanding of the need to include all children as she treats all children as individuals with the capacity to build on what they can already do. In addition children access resources and activities which help them to understand about their diverse world in an age appropriate way.

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

Children make progress as they spend time with the childminder as they are able to access a range of appropriate learning opportunities. The childminder has effective systems in place to establish children's starting points and she carefully observes them to gain an understanding of the progress that they make. She records her observations on children so that she can share development

information with parents and make decisions about what children's next steps in learning should be. She has started to use a photographic record of children's achievements where significant information about children's learning and development is also retained in a written form. This proves a useful resource for the childminder to evaluate children's progress towards early learning goals and when planning activities. However the childminder's approach to planning lacks sufficient detail to ensure that each child's individual learning journey is fully supported so that they continue to make the expected progress. The play environment for children is nevertheless stimulating and varied and even the youngest children enjoy making choices. As a result they invent games with small world equipment, use age appropriate games and puzzles and take part in conversations about their world and community. During their play the childminder develops their communication skills and build their vocabularies effectively. Children are able to gain an age appropriate understanding of number and values and take part in messy play. Children enjoy finding out about animals as they visit local facilities and they use the information that they have gained when playing with toy animals. Children show an interest in books and their physical development is promoted as children enjoy outdoor play, walking when outside and they are able to use appropriate toys and resources freely. The childminder pays good attention to children's mobility and confidence as walkers which ensures that they develop well in these areas. The childminder has a good understanding of the Early Years Foundation Stage and of how young children learn through play and first hand experience.

Children's welfare is promoted well by the childminder. Children of all ages have an understanding of their own safety and that of other children. The freedom that children have to move and explore provides them with practical experiences of these important skills. Children are well safeguarded and show good standards of cooperative behaviour as they share, take turns and involve each other in their play. The childminder allows children to have an understanding of the varying needs of other children, for example, that different children will have strengths and weaknesses that may vary from their own. This takes place as children of different ages and abilities play together. Children apply themselves to play for appropriate amounts of time and understand that different activities require different responses, for example, when playing indoors and when playing outdoors.

Outcomes for children are promoted by the childminder well. Children are happy to play and use the opportunities that are made available to them. They make choices, interact with others and take part in conversations about themselves. They show an interest in what they do and freely explore their environment. Children also feel very safe and enjoy a very secure and trusting relationship with the childminder. This promotes communication and gives children the confidence that they require to learn and develop. Children have an age appropriate understanding of healthy lifestyles and choices as they have snacks and enjoy physical activity. Children respond well to challenges that require them to build on skills that they may already have. 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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	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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