

Inspection report for early years provision

Unique reference number	EY217357
Inspection date	30/09/2010
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 registered in February 2002 and has her mother, sister and partner cleared as her childminding assistants. She uses these assistants according to the number and ages of children who attend her setting. When working alone, she can care for up to four children under the age of eight years one of whom may be in the early years age group. When working with an assistant she may care for up to five children under the age of eight years all of whom may be in the early years age group. When working with two assistants she may care for up to six children under eight all of whom may be in the early years age group. She is currently minding six children under five all day and three children over five before and after school. The childminder also provides care for nine children over eight years of age before and after school.

The childminder lives with her partner and two children in a property on the outskirts of Banbury, Oxfordshire. The house is within walking distance of local schools, shops, and parks, and is approximately a mile from the town centre. There is a fully enclosed garden available for outside play. The family has two small dogs and a parrot/tortoise living in the house.

The childminder is a qualified NNEB nursery nurse with experience of working in a nursery. She accepts students on work experience placements, and is a member of the National Childminding Association quality assurance scheme. She receives support from the local authority. The childminder supports children with learning difficulties and/or disabilities.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She walks or drives to local schools to take and collect children and attends a local toddler group and childminder support groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play and learn in an exceptionally well organised and resourced environment where they are able to make choices and work independently. The childminder works with a good understanding of the individual characteristics and needs of each child and is therefore able to meet their learning and welfare needs very well. Children enjoy their time in the setting and are stimulated by the play opportunities that they are able to take part in. The childminder uses well developed partnerships with parents and other settings to support the progress that children make. An outstanding use of processes of self-evaluation and quality assurance schemes allows the childminder to fully understand her strengths and what may need to be developed. This ensures that the provision is able to improve on what it already does and so 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:

- continue to develop the use of assessments to ensure that children are fully supported as they progress towards early learning goals.
- continue to develop the learning and play experiences that children have to ensure that they are able to make all round progress.

The effectiveness of leadership and management of the early years provision

The childminder informs all parents about her service through the use of well written policies and procedures. These concise and informative documents ensure the safe and efficient management of the provision which is child-centred and well organised. The childminder has a good understanding of working practices which ensures that children are well safeguarded, for example all adults are vetted for suitability, and procedures protect children's interests. Children are very well supported by attentive adults and play in an environment where their safety is enhanced through the use of regular risk assessments. Children have free access to outside play areas, spacious indoor accommodation and regular undertake outings. All is arranged so that children can make choices and take risks safely which has a positive impact of their self-esteem and learning. Children's good health and well-being is promoted by the childminder as she manages accidents and illness well while insisting on high standards of hygiene throughout her home.

The childminder is a reflective practitioner. She uses well defined processes of self-evaluation from which she gains an accurate understanding of her strengths and relative weaknesses. She also takes part in constructive quality assurance which assists her target setting and how she prioritises what she wants to modify. She carefully observes children to evaluate how they are spending their time while in the setting and she uses this information when providing resources and designing activities. There have been improvements since the last inspection and a clear vision is in place for future developments. The childminder undertakes regular training to update her skills and ability to care for a range of children from different backgrounds. There are positive partnerships with parents and other settings to support children's ongoing learning and development.

Children are able to access a good range of resources that support their all round development. The childminder promotes child-led activities but all adults in the setting offer children appropriate advice and support which promotes their learning and understanding. This also helps to ensure that children are interested in what they do and that they apply themselves appropriately. The provision is highly inclusive as the childminder treats all children as individuals who can build on their present achievements and make progress. In addition all children have age appropriate opportunities to appreciate their diverse world and experience positive

images of diversity.

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

Children's progress is largely good as they access interesting learning opportunities. The childminder has an accurate understanding of children's starting points and she uses careful observations to understand the progress that they make. She uses a range of written methods to collate assessment information, including the use of photographs, which are shared with parents and used as the basis for planning future activities. This ensures that children generally face appropriate activities which can offer them challenge and the opportunity to enhance their skills. The childminder has a good understanding of the Early Years Foundation Stage (EYFS) and of young children learn through play and first hand experiences.

Children enjoy making choices and decide to make shapes from dough using cutters and moulds, use role play equipment and select musical toys. During their play adults promote conversations with children which enable children to learn about colours and shapes as well as widen their vocabulary and develop their ability to express themselves. Children use number and mathematical ideas in an age appropriate way which involves them counting and thinking about varying quantities. When playing with construction sets children try to make shapes and show an ability to persevere as they experiment as they find out how this can be done. Children enjoy messy play, outdoor activities and can access books which they share with adults.

The childminder's approach to planning and assessment helps children learn and motivate them to play. However her use of assessment information is not used sufficiently rigorously when tracking children's progress towards early learning goals. In addition planned activities sometimes lack a clear understanding of learning intentions and what children will learn as they undertake them.

Children's welfare is promoted well by the childminder. Children gain an age appropriate understanding of their own safety and that of others. They are safeguarded and thrive in a social environment where behaviour is good as children share and play together. The childminder allows children to have an understanding of the varying needs of other children, for example, that older children may have different skills to younger ones. This takes place as children of different ages play together. Children are able to develop their ability to concentrate and understand that different activities require different responses, for example, when visiting local groups or when playing within the childminder's home.

Outcomes for children are consistently promoted by the childminder. Children are very happy as they make choices, select snacks and make decisions about their day. They show an enthusiasm for their play and freely explore to investigate play opportunities. Children feel very safe and have a very good relationship with all

adults in the setting. Children are also able to understand about healthy life styles and choices as they enjoy physical activity and gain an understanding of healthy eating. Even the youngest children respond well to the expectation that they will use their time well, make choices and learn. Children generally acquire skills and abilities which are age appropriate and their progress ensures that most are well 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

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	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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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