

Inspection report for early years provision

Unique reference number	EY385980
Inspection date	18/01/2011
Inspector	Tom Radcliffe

Type of setting	Childminder
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E: enquiries@ofsted.gov.uk
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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 2008. She lives with her husband and three children in Bicester. The whole of the ground floor of the childminder's house is used for childminding with the exception of the living room and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four 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 3 children under five at variable times during the day. The childminder also provides care for a child over eight years of age before and after school. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks and drives to local schools to take and collect children and attends a local childminders support group.

She 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 provides all children with play opportunities that are appropriate to their needs as she works with a good understanding of their individuality. In addition welfare needs are met effectively as children play in well organised accommodation. Children are able to make choices and show good levels of independence. The childminder has developed partnerships with parents and other settings to support the progress that children make. Processes of self evaluation enable the childminder to understand what she does well and what she may need to improve. Though the childminder's use of planning and assessment have improved children's progress towards early learning goals is not tracked sufficiently accurately.

What steps need to be taken to improve provision further?

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

- use assessment information gained through observations to track children's actual progress towards early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder informs parents about her working practices through the use of concise and well written policies and procedures. This helps the safe and efficient

management of the provision which is child-centred and aims to meet the needs of all children. The childminder safeguards children well as she works with a good understanding of effective procedures which she consistently implements. As a result all adults are vetted for suitability, levels of supervision are attentive and all procedures protect children's interests. Children are able to move freely in a safe play environment which is thoroughly risk assessed to reduce potential hazards. This has a positive impact on children of all ages as they develop the ability to make choices and grow in confidence. Children's good health and well-being is promoted by the childminder as she manages illness well and uses highly hygienic approaches to the management of children.

The childminder reflects on all aspects of her work and uses parents and children as sources of important feedback. This has resulted in improvements since registration particularly in how she meets children's learning and development requirements. The childminder is experienced in minding children while abroad and she uses this well to ensure that her level of provision is ever improving. The partnerships that are in place support children's ongoing learning and development. This is particularly important as minded children often use English as an additional language.

Children are able to play in spacious and stimulating accommodation. The childminder has carefully planned the availability of resources so that all aspects of children's learning and development are supported. The childminder allows children to make decisions for themselves when thinking about what they want to do. But she also takes a more direct lead and is always available to ask questions, make suggestions and enhance children's understanding as they play. The provision is inclusive as the childminder treats all children as individuals with the capacity to build on what they can already do. In addition children access activities and use resources that help them understand their diverse world in an age appropriate way.

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

Children of all ages make progress as they access interesting play opportunities. The childminder carefully establishes each child's starting points and pays attention to their interests and existing abilities. She uses careful observations to gain an overview of the progress that children make and as a means of ensuring that children like what they do. She shares development information with parents and uses it when planning children's next steps in learning. Though all of these processes are secure children's actual progress towards early learning goals is not accurately tracked.

Children enjoy both making choices and working directly with the childminder. They independently use dressing up resources, musical toys and make up games using cars and figures. As children play they respond well to the childminder. They become involved in play for long periods of time as they use modelling clay to create shapes and talk about colour and textures. The childminder makes timely

interventions to help children learn, for example, as she encourages children to spell out the letters of their name with the clay. This helps children communicate and understand more about both spoken and written English. Children encounter number and mathematical ideas in a practical way, for example, at snack time and they enjoy messy play and outdoor activities. Children are also interested in books and use mark making resources in their role play. The childminder has a good understanding of the Early Years Foundation Stage and a very good understanding that children learn best through play and first hand experience.

Children's welfare is promoted well by the childminder. Children experience guidance which allows them to have an understanding of their safety and that of others. They are well safeguarded and their behaviour is managed skillfully and sensitively. Children of all ages play well together as they share and take turns and as they include each other in their play. The childminder allows children to have an understanding of the varying needs of other children, for example, that children of different ages will have different skills and abilities. Children apply themselves for appropriate periods of time and so acquire the ability to concentrate. They also understand that different activities require different responses, for example, when playing independently or when working with the childminder.

Outcomes for children are consistently promoted by the childminder. Children settle quickly, are happy and enjoy using their imaginations and creativity. They freely explore and show an enthusiasm for what they decide to do. Children feel safe in the childminder's home and readily seek comfort and support from her. This promotes their self-esteem and encourages them to develop their use of English including when this is an additional language. Children show an age appropriate understanding of healthy lifestyles and choices. In addition even the youngest children enjoy challenges and the expectation they will make choices for themselves. 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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