

## Inspection report for early years provision

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<b>Unique reference number</b>	133565
<b>Inspection date</b>	23/02/2011
<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.

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## **Description of the childminding**

The childminder was registered with Ofsted in 2002 and commenced minding in 1992. She lives with her partner and three children, two of whom are of adult age in Banbury, Oxfordshire. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play which includes a patio and grassed area.

The childminder is registered to care for a maximum of six children under eight years at any one time of whom no more than three may be in the early years age group. She is currently minding four children under five during the day at variable times and two children over five before and after school. The childminder also provides care for one child over eight years of age before and after school and in school holidays. She also offers overnight care for two children under eight years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She walks to local schools to collect children and attends a range of local childminder support and drop-in groups. The family has a pet dog and also snails in an aquarium.

The childminder supports children with learning difficulties and is a member of a quality assurance scheme with the local authority.

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

Overall the quality of the provision is good.

The enthusiastic and caring childminder meets children's needs well as she works with a good understanding of their individuality, interests and starting points. Children enjoy their time in the child-friendly setting as they play with others, make choices and develop their independence. The childminder has positive partnerships with parents and others to support children's progress which is generally good. Some use is made of self-evaluation which allows the childminder to have an understanding of what she may want to improve. This has led to improvement and outcomes for children being enhanced.

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

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

- develop the use of assessment information to support children's progress towards early learning goals.
- develop the use of self-evaluation to ensure that outcomes for children are enhanced.

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

The childminder informs parents about her provision through the use of written policies and procedures. This helps the efficient and safe management of the provision which is committed to meeting the needs of children and parents. The childminder's understanding of effective practice ensures that children are well safeguarded. As a result all adults in her home are vetted for suitability, supervision is attentive and procedures protect children's interests. Children's safety is further promoted as the childminder ensures that all aspects of the setting are risk assessed to reduce potential hazards that children may face. Children enjoy playing safely indoors, outdoors and on the numerous interesting outings that they experience. This has a very positive impact of their learning, confidence and decision making. Children's good health and well-being is promoted by the childminder through her use of hygienic working practices and her management of illness or minor injuries.

The childminder reflects on her work and is starting to use quality assurance schemes to inform her about her provision. She gains feedback from children and parents to help her understand her strengths and weaknesses. She also uses her recent training to ensure that her skills are up to date and that she knows how to meet children's needs. This has led to improvements since the last inspection. However the childminder has no overall improvement agenda to build on what she does in a systematic way. There are positive partnerships in place with parents and others to support children's ongoing learning and development. This includes local schools, other settings and other professionals. As a result children who may have additional learning needs are able to have these needs understood and met.

Children play in very well organised accommodation which is attractive, stimulating and spacious. The childminder understands the age needs of different children and provides a good range of activities and resources to support their all round development. The childminder allows children to make choices about what they do but is always on hand to make suggestions and offer advice. She is able to interact well with children of different ages, for example, in the language that she uses with them. The provision is inclusive as all children are treated as individuals each with the capacity to build on what they can already do. In addition children access activities and use resources that help them appreciate 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 play purposefully and access a range of learning opportunities. The childminder has effective systems in place to understand children's starting points and she uses observations well. This allows her to evaluate what children achieve in relation to the expected learning intentions. Assessment information is collated in useful portfolios which parents value and

which help the childminder to design future activities and learning. This approach helps to ensure that children face interesting activities with appropriate challenge. However the childminder does not always use what she knows about children to track their actual progress towards early learning goals.

Children enjoy playing and making choices. They select jigsaws and make pictures with pin boards while having well developed conversations about what they are doing. Younger children explore and move freely as they experiment with the textures of soft toys, listen to musical toys and develop their mobility and confidence as they stand. All children can freely access a range of age appropriate equipment including role play resources, construction sets and mark making resources. Children enjoy outdoor play and talk enthusiastically about visiting local parks. During snack time children take part in a range of conversations which consolidates their learning and understanding and gives them opportunities to use numbers and mathematical ideas. Children readily involve the childminder in their play and respond well to her suggestions. As a result children of all ages were able to use messy play equipment appropriately. The childminder has a good understanding of the Early Years Foundation Stage and a very good understanding of how young children learn through play.

The childminder promotes children's welfare effectively. Children learn about their own safety and that of others as they play. They are safeguarded and behave very well in a highly developed social environment where children know each other and have grown up together. The childminder manages children's behaviour skilfully and allows children to have an understanding of the varying needs of other children. This ensures that children understand that sometimes older children are able to achieve more than younger ones. Children apply themselves to play activities for sustained periods of time and understand that different activities require different responses, for example, when outside or when having a snack.

The childminder promotes outcomes for children well, Children are very settled as they explore, have conversations and use play equipment. They show an interest in what they do and talk about their experiences with each other and the childminder. They feel very safe and have a trusting relationship with the childminder and with other children. This promotes their self-esteem, communication and emotional security. Children understand about healthy life choices as they talk about food and enjoy being active. Most children respond well to being challenged and to the expectations that the childminder has of them. Children generally acquire skills and abilities which are appropriate to their age and their progress ensures that most children 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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

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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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