

Inspection report for early years provision

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Inspection date 11/03/2011
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 1983. She lives with her two adult children in Chipping Norton, Oxfordshire. The whole of the ground floor of the childminder's house is used for childminding together with the use of an upstairs bedroom. 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 whom no more than three may be in the early years age group. She is currently minding three children under five during the day and two children over five before or after school. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, and is a member of an approved childminding network. The childminder drives or walks to local schools to take or collect children and attends a local toddler group. The family has a pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The caring and experienced childminder provides a warm and stimulating play environment for children who she understands as unique individuals. She provides well for their learning and welfare needs. Children enjoy their time in the child-friendly setting as they are able to make some choices and be independent. The childminder uses effective partnerships with parents, other settings and professionals to support the progress that children make. As a reflective practitioner, the childminder is able to understand about what she does well and what she wants to develop. This gives her a good capacity to improve 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:

- build on the learning and play experiences that children have to encourage more experimentation and testing of their own ideas.

The effectiveness of leadership and management of the early years provision

The childminder has developed informative and concise written policies and procedures which she shares with all parents. This ensures the safe and efficient management of the provision which focuses on children's needs at all times. The childminder has a good understanding of effective working practices, for example, she ensures that children are properly safeguarded as adults are vetted for

suitability; supervision is attentive and procedures protect children's interests. Children play in an environment which is safe as the childminder implements risk assessments regularly and effectively. As a result, children move freely indoors and play safely when outdoors and on outings into the locality. This has a very positive impact on children's confidence, learning and decision making. Children's good health and well-being is promoted by the childminder as her daily routines are hygienic and when she manages accidents or illness well.

The childminder seeks feedback from parents and also children to provide her with valuable information about the service that she offers. This gives her an accurate understanding of her strengths and relative weaknesses. She uses this information to make decisions about any changes that she wants to make with the wishes of parents and interests of children always being central to any modifications that take place. There have been improvements made since the last inspection and priorities set for ongoing developments. The childminder updates her skills through regular training which she considers a vital part of her work with children. There are good partnerships in place with parents to support the progress that children make. In addition, the childminder has a good understanding of the value of wider partnerships to support children's ongoing learning and development.

Children play in spacious accommodation which is very well organised and offers them a broad range of play and learning opportunities. The childminder ensures that children are able to access toys and resources that promote their learning in all areas in an age appropriate way. She supports the choices that children make and is always on hand to make suggestions, offers advice or takes part in useful conversations. This enhances children's learning and understanding as they play. The provision is inclusive as the childminder treats all children 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 understand their diverse world in an age appropriate way.

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

Most children make good progress as they spend time playing and accessing interesting learning opportunities. The childminder gathers information about children's starting points and interests which together with sensitive observations give her a good understanding of the progress that they make. Observations are collated in useful individual portfolios of achievement which are shared with parents and used well to plan for future learning needs. This helps to ensure that children face challenge and that activities support their learning effectively. The childminder has a very good understanding of the progress that children make towards early learning goals. As children play they decide to build a track for cars, use construction sets or invent games with small world resources. They respond well to the interventions of the childminder as they listen to her advice, learn about new words and discover more about letters, sounds and numbers. The childminder develops children's spoken language very well as she asks questions and encourages children to express their ideas and opinions. Children are able to take

part in messy play, use role play equipment and enjoy cooking and gardening. In addition, children use stimulating outdoor spaces and access additional play opportunities when on outings. The childminder has a good understanding of the Early Years Foundation Stage and of how young children learn through play and first hand experience. However, children do not always have the opportunity to experiment as they play and test out their own ideas before the childminder offers her own advice and suggestions.

The childminder promotes children's welfare effectively. Children have many opportunities to have an understanding of their safety and that of others as they play indoors and outdoors. They are safeguarded and their behaviour is managed expertly. Children of all ages play very well together as they share, take turns and 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 usually have differing skills and competencies. This occurs naturally as children play together. Children enjoy applying themselves for long periods of time and understand that different activities require different responses, for example, when painting at a table or when playing outdoors.

Outcomes for children are consistently promoted by the childminder. Children settle quickly and appear very happy as they have snacks, use their imaginations and have conversations about themselves. They freely explore play space and show enthusiasm for what they do. Children feel very safe and secure and have a trusting relationship with the childminder. This is a good feature of the provision and builds children's self-esteem and willingness to play and communicate. Children have a good understanding of healthy lifestyles and choices as they learn about personal hygiene and the benefits of activities. All children respond well to challenge and the expectation that they will learn new things. 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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met