

Inspection report for early years provision

Unique reference number	EY340503
Inspection date	17/06/2011
Inspector	Thomas 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 2006. She lives with her husband and one child in Thame, 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.

The childminder is registered to care for a maximum of five 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 and three children over five before and after school. The childminder also provides care for two children over eight years of age before and after school. 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 take and collect children and the family has a pet dog and cat.

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 well organised childminder works with a good understanding of children as unique individuals. This helps to ensure that their learning and welfare needs are given appropriate attention. Children enjoy playing in a child-friendly environment where they are happy to work with the childminder or be more independent and make choices. The childminder promotes a range of effective partnerships which supports the progress that most children make. A good use of self-evaluation gives the childminder the capacity to build on what she already achieved. This ensures 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:

- develop the use of assessment information to better understand the progress that children are making towards early learning goals.
- build on the present use of planning to ensure that children's ongoing learning needs are fully supported.

The effectiveness of leadership and management of the early years provision

The childminder has some important policies and procedures in a written form which can be shared with parents. This helps the safe and efficient management of the provision which is forward looking and dedicated to meeting the needs of all

children. The childminder shows a good understanding of effective working practices which ensures, for example, that children are properly safeguarded. Adults are vetted for suitability and working procedures protect the interests of children. Children are supervised attentively and play safely as their play environment is risk assessed to minimise potential hazards. This gives children the freedom and confidence to explore and make decisions about what they want to do. The childminder promotes children's good health and well-being as she uses hygienic working practices and manages illness or accidents effectively.

A reflective approach to her work enables the childminder to have a good understanding of what she does well and what she may want to improve. She observes children carefully to gain valuable information about how they interact with each other and with the play opportunities that they have. She also acts on the views of parents and uses her training to modify her practice. She has become experienced in using self-evaluation to set targets and priorities for improvements. She reviews these priorities to gain a sense of the improvements and their impact on children. She has made progress since the last inspection. The childminder has effective partnerships with parents. She also works with a good understanding of the need to develop wider partnerships, for example, with other settings to support children's ongoing learning and development.

The accommodation that children play in is arranged to provide them with quality space and interest. The childminder ensures that children experience a range of activity which supports their all round learning and development. She supports child-led play but also takes a more direct lead when it is suitable to do so. She stays close to children to be able to offer advice, guidance and make timely suggestions. This enhances children's enjoyment and understanding as they play. The provision is inclusive as the childminder treats all children as individuals each with the capacity to build on their present skill level. Children also 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 spend time with the childminder and access a range of suitable learning opportunities. The childminder makes sure that children learn through play in a fun environment. She has a good understanding of how young children learn and of the Early Years Foundation Stage (EYFS). She accurately establishes children's starting points and gains assessment information through observations to understand about their progress. She shares written development information with parents and uses it to plan future learning journeys. In addition the childminder plans from things that children are interested in and above all so that they can learn through discovery and exploration. This impacts positively on the interesting activities that children take part in. The childminder's use of planning and assessment are largely effective. However neither is sufficiently developed to track actual progress towards early learning goals or fully support all ongoing learning needs.

Children enjoy a range of child and adult-led activities. They made cards for Fathers' Day, use brushes skilfully when painting and listen to music carefully. As they play with modelling clay they talk about colours, shapes and textures. They show good physical skills as they use scissors and enjoy a range of outdoor play activities when on outings into the locality. Children listen to the childminder as they play and take part in extended conversations where they answer questions, express their ideas and build their working vocabularies. They also encounter mathematical ideas through practical experiences and use role play resources well. The childminder intervenes in a timely fashion to maximise her impact on children's learning.

Children's welfare is promoted effectively by the childminder. They receive age appropriate advice about their own safety and that of others. They are well safeguarded and show good standards of behaviour. They cooperate with the childminder, share, take turns and include each other in their play. They also show the ability to arrange some of their own play experiences as they decide what resources to use. Children grow with a sense of their own individuality and that they may differ from others. They are also able to apply themselves for long periods of time despite their young age. In addition children understand that different activities require different responses and they manage this well. This means that they can play constructively when painting at a table and also when playing outside.

Outcomes for children are consistently promoted by the childminder. Children are very positive about being with the childminder as they make choices, use their imaginations and take part in conversations. They show enthusiasm for what they do and are comfortable as they explore potential play opportunities. Children feel very safe with the childminder and enjoy a very supportive and close relationship with her. This gives children the security to develop, learn and grow. Children have a good sense of healthy life choices and they respond well 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

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