

## Inspection report for early years provision

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<b>Unique reference number</b>	EY419532
<b>Inspection date</b>	08/07/2011
<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 in 2011. She lives with her two children in Banbury. The whole of the ground floor of the childminder's house is used for childminding. 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 three children under five all day and one child over five 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 or drives to local schools to take and collect children. She attends local carer and toddler groups. The family has a pet fish.

The childminder is a member of an approved childminding network.

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

Overall the quality of the provision is satisfactory.

In the short time that the conscientious childminder has been caring for children, she shows an understanding of their individual personalities. This enables her to meet their learning and welfare needs satisfactorily. Children spend their time in the setting in interesting play, where they can make some choices and show growing levels of independence. The childminder has developed a good working partnership with parents, and is beginning to develop wider ones with other settings. This supports the progress that most children are able to make. The childminder reflects on her work with children, and gains feedback from them and their parents. This approach enables her to make improvements and 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:

- develop the use of assessment information, to track the progress that children make and so meet their ongoing learning needs more effectively.
- develop the use of planned learning and play experiences, to ensure that children's all-round development is fully supported.

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

The childminder has compiled concise policies and procedures, which she shares with parents. This helps to ensure that the provision is managed safely and

efficiently. The childminder works with an understanding of effective working practices. As a result, children are properly safeguarded as supervision is attentive, and all procedures protect children's interests. Children play safely throughout the childminder's home. This is because risk assessments are used to minimise potential hazards. Children play freely indoors, outdoors and on regular outings into the locality. This is beginning to impact on children's ability to make choices, and their confidence as young learners. Children's good health and well-being is promoted by the childminder. She manages accidents or illness and uses hygienic daily routines.

Since starting childminding, the childminder has taken many opportunities, to reflect on the effectiveness of the service that she provides. She observes children carefully and uses her contacts with parents, to understand what she is doing well and what may need to be developed. This basic form of self-evaluation has been used to design the spaces that children use, and the resources that they can access.

There have been improvements made since registration. The childminder understands the need to set targets for improvement, and is starting to set priorities for this. Partnerships with parents are a good feature of the setting. In addition, the childminder's contact with other settings is starting to support children's ongoing learning and development more effectively.

Children play in well organised accommodation, which is child-friendly and stimulating. The childminder ensures that children are able to play with a large range of resources, which they find interesting and which supports their all-round development. Children lead most of their own play activities, but the childminder stays close by as she offers guidance and makes suggestions. This enables children to spend an appropriate amount of time playing, and impacts on their understanding and enjoyment.

The provision is inclusive, as all children are treated as being capable of building on what they can already do. In addition, children have opportunities to gain an age appropriate understanding of their diverse world, through the play experiences that they take part in.

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

Children make some progress as they take part in a range of learning opportunities. The childminder understands children's starting points and observes them, to gain a sense of the progress that they make. She also uses this information to gauge what children like to do and their individual strengths and weaknesses. She collates assessment information and relates it to the Early Years Foundation Stage. This allows her to have an overview of children's all-round progress. Development information is also shared with parents, and used to design learning journeys for children. This approach helps to ensure that children have the chance to extend their skills, and that they are interested in what they do. The

childminder has a satisfactory understanding of the Early Years Foundation Stage, and of how young children learn through play. The use of assessment information and the planning of activities, suit the short amount of time that children are in the setting. However, neither is sufficiently developed to fully support or understand children's ongoing learning needs.

Children enjoy making choices and using the resources that are available. They decide to paint at easels, use construction sets and use mark-making resources, to write their names. As children play, they respond well to the childminder, who asks them open-ended questions, and encourages them to express their ideas and opinions. When using glue and messy play resources, children made decorations which they showed and described to the childminder. Children encounter mathematical ideas through practical experiences, and use outdoor play equipment in the childminder's garden. As children play with modelling clay, they discover useful techniques when using moulds, and share this information amongst themselves. In addition, children use role play equipment, share books and are able to play imaginatively with dressing up resources.

The childminder promotes children's welfare satisfactorily. Children are able to understand about their own safety and that of others. They are safeguarded and show good standards of cooperative behaviour. Most children share, take turns and readily include each other in their play. Children grow with a sense that others differ from themselves. This occurs naturally as children of different ages play together, both within the home and when on outings. Children also show a growing ability, to apply themselves for an appropriate period of time. In addition, children are learning how to respond to a range of learning situations. This means that they understand what to do when listening to stories, having snacks or playing outside.

Outcomes are promoted consistently by the childminder. Children enjoy making choices, having conversations and using their imaginations. They explore and usually are well motivated to play. Children feel very safe and have a trusting relationship with the childminder. This promotes communication and builds children's confidence and self-esteem. They also have a good understanding of how to develop healthy lifestyles. They realise the value of personal hygiene, talk about healthy eating and enjoy physical activity. Children usually respond to the expectations that the childminder has of them for example, they make choices and use skills that they have already mastered. Children generally acquire skills and abilities, which are age appropriate, 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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