

Inspection report for early years provision

Unique reference number	EY409177
Inspection date	13/07/2011
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 2010. She lives with her partner and three children in Ambrosden, Bicester. 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 two may be in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding one child under five all day. The childminder also provides care for three children over eight years of age after school. She walks or drives to local schools to take and collect children and is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder works with an understanding of the individuality of each child which helps to ensure that their learning and welfare needs are given attention. Children settle well as they play in the childminder's home and they show some ability to be independent and make choices for themselves. The childminder is starting to build partnerships with parents and with other providers. This supports the progress that some children are able to make. Since registering the childminder has gained feedback from parents and children about the level of her provision. This enables her to know what works and what may need to be developed. This gives her some capacity to make improvements 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:

- revise the present policy on administering medicines to ensure that children's individual medical needs are fully supported.
- develop the use of assessments to match observations to the expectations of the early learning goals.
- develop the range of play experiences that children take part in to support their all round development.

The effectiveness of leadership and management of the early years provision

The childminder has put together a range of written policies and procedures which she shares with parents. This helps the safe and efficient management of the provision which is child-friendly and forward looking. The childminder has a growing understanding of effective working practices which enables her to ensure that children are safeguarded. Levels of supervision are attentive and procedures protect the interests of children. Some attention is needed on the childminder's existing policy regarding administering medicines to children. Children play safely throughout all available play spaces as the childminder uses risk assessments to reduce potential hazards. This promotes children willingness to explore and make choices. The childminder generally promotes children's good health and well-being. She understands how to deal with accidents and uses hygienic daily routines.

The childminder evaluates what she has put in place by observing children and through her contacts with parents. This enables her to understand what she does well and what may need to be improved. She is always willing to modify her practice if it is in children's interests. In addition the childminder updates her skills through training, for example, in safeguarding children. This enables her to enhance aspects of the provision and outcomes for children. There has been some progress made since registration. The childminder uses her partnership with parents to understand the needs of the children. She also understands the importance of wider partnerships, for example, with other settings to support children's ongoing learning and development.

Children play in well organised space which is resourced to a good standard. The childminder provides children with a large range of appropriate toys to help them in their all round development. Children show some ability to decide for themselves what they want to do. The childminder supports their choices and stays close by to offer guidance and to make suggestions. This helps children learn and boosts their enjoyment. The provision is inclusive as the childminder treats all children as individuals who are able to build on what they can already do. In addition children are starting to 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

The progress that children make is based on the range of play and learning opportunities that are made available to them. The childminder understands the starting point of each child and knows about their interests and what they like to do. She uses some observations to gain an understanding of children's progress. She takes this assessment information into account when providing future play opportunities for children. Parents are able to share assessments and so know about children's progress and how they spend their time. The childminder enhances children's play experiences by regularly using local drop-in facilities. The

childminder has a satisfactory understanding of the Early Years Foundation Stage and of how young children learn through play and first hand experience. The childminder's use of planning and assessments are not sufficiently developed to meet or support children's ongoing learning needs.

As children select resources they use role play equipment to go shopping, take each others photographs with a toy camera and use a range of electronic games. They enjoy listening to music and make their own with a number of instruments. As children play the childminder engages them in conversations and asks questions. This builds children's confidence and widens their spoken vocabulary. Children show an interest in books and concentrate as the childminder reads to them. Children encounter mathematical ideas through practical experiences, for example, at snack time. The childminder displays children's messy play pictures and ensures that children are able to develop their physical skills through outdoor play.

The childminder satisfactorily promotes children's welfare. Children are able to understand about their own safety and that of others through the guidance that they are given. They are safeguarded and behave cooperatively. Children include each other in their play and show an ability to share and take turns. The childminder allows children to understand that others may differ from themselves. This takes place as children mix with other children when on outings into the locality. Children are showing some ability in developing their concentration. In addition they are learning how to behave in different play situations, for example, when sharing a book or when playing outside.

Outcomes for children are satisfactorily promoted. Children will make choices, use their imaginations and take part in conversations. They move throughout available play spaces and show some enthusiasm for what they decide to do. Children feel very safe in the setting and have a secure and trusting bond with the childminder. This is starting to have a positive impact on their learning and confidence. Children have an understanding of healthy life choices as they talk about healthy eating and the importance of personal hygiene. Children show some ability in responding 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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	3

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	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	3
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

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