

Inspection report for early years provision

Unique reference number	EY423211
Inspection date	02/08/2011
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 2011. She lives with her husband and two children in Carterton, 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 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 to local schools to take and collect children. The childminder attends a range of local carer and toddler groups together with childminder support groups.

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.

This well organised childminder supports children's care and learning needs effectively. She works with a good understanding of their individuality and is able to provide children with interesting activities. Most children are able to make progress but the childminder's limited use of assessment information means that some learning opportunities may be missed. However children have ample opportunities to be independent and make choices. The childminder works in partnership with parents and other professionals to ensure that the needs of children are met. She has a good understanding of her strengths and weaknesses through informal self-evaluation and so has a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- develop assessment systems to track children's progress effectively and to plan for future learning.
- provide a broader range of opportunities for children to use information and communication technology to support their learning.

The effectiveness of leadership and management of the early years provision

The childminder has compiled informative and concise written policies and procedures. This helps the child-friendly provision to be managed safely and

efficiently. The childminder has a good understanding of effective practice which she consistently implements. Children are very well safeguarded as supervision is highly attentive and procedures protect the interests of children. The childminder is fully aware of her role in protecting children from harm. Children play safely and explore freely. This is made possible by the childminder's use of risk assessments which ensure that potential hazards are minimised. Children thrive as they play indoors, outdoors and on regular outings. This has a positive impact on children's confidence and learning. Children's good health and well-being is promoted as the childminder manages illness well and uses hygienic working practices.

The childminder has a good understanding of what she does well and what she wants to improve. She observes children carefully to ensure that they enjoy their play and make progress. She also acts on feedback from parents and is willing to modify what she does if it benefits children. She has steadily consolidated her level of provision since registration. In addition the childminder is well qualified and has experience of working with children prior to being a childminder. She ensures that her skills are up to date as she regularly attends training and development opportunities. The partnerships in place are good. Parents value the work of the childminder and the written information that she makes available to them. The childminder has a good understanding of the need to develop wider partnerships. This supports children's transition into school and their ongoing learning and development.

Children play in spacious accommodation which they find interesting. They are motivated to explore and direct their own play as well as take part in adult-led activity. The childminder ensures that children are able to access resources that allow them to develop well in most areas. When children decide what they want to do the childminder supports their choices as she offers guidance and deepens their understanding. This enhances children's enjoyment as they play. It also keeps play fresh and adds impetus when it is required. The childminder has a good understanding of how to include all children. She is determined that all children are able to build on what they can already do. She also makes sure that children are happy and have fun. Children are also able to access activities and use resources that help them understand about their diverse world.

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

Children make progress as they access a range of learning opportunities. The childminder has a good understanding of children's starting points and what they are interested in. She uses a range of observations to gain an overview of the progress that they make. Observations are collated and used with photographs and examples of children's work. This information is shared with parents and enables the childminder to gauge if children achieve what is expected of them. Though assessment information is accurate and detailed the childminder does not use it rigorously to track progress or to plan future learning. This may lead to omissions in children's learning, for example, in their planned use of information and communication technology. However children do face interesting activities

which offer them challenge and allow them to develop in most areas. The childminder has a good understanding of the Early Years Foundation Stage. She also has a very good understanding of how young children learn through play and first hand experience.

Children enjoy making choices and playing outside. Indoors children share books, use matching games and talk about small world resources. They independently select construction sets and sort objects according to their size. When outside children's imaginations come to the fore. They go shopping in cars, take cars through the car wash and invent stories about how busy it was in town. While playing with water they investigate quantities and discover how heavy water is. Role play is a key part of their learning and the childminder promotes their language development as she talks to them about their imaginary world. Children of all ages answer questions and build their spoken vocabulary. While watering the plants that they have grown children encounter numbers and discover more about how plants grow. Children respond well to the lead of the childminder. They used paint to create pictures to take home. While doing this they found out about mixing colours and how different brushes can be used.

The childminder consistently promotes children's welfare. Children form a good understanding about their own safety and that of others. They are very well safeguarded and develop in a good social environment. The childminder has a relaxed but firm approach to behaviour management. Children respond to this and behave well as they share, take turns and include each other as they play. Children are encouraged to understand that others differ from themselves. This occurs as children of different ages mix together both in the childminder's home and when on outings. Children are able to concentrate for long periods of time and sit quietly when appropriate. They also are able to play in groups harmoniously as they understand about how to behave when in them.

The childminder consistently promotes outcomes for children. They are very happy as they play, use their imaginations and have picnics at snack time. They explore and usually show a great enthusiasm for what they do. Children feel very safe and have a very trusting relationship with the childminder. This promotes children's communication and their self-esteem. Children have a good understanding of healthy life styles and choices. They talk about the tomatoes that they have grown and what else is good for them. Children respond very well to the expectations that the childminder has of them, for example, that they will help tidy up after activities and that they will play together. Children generally acquire skills and abilities which are age appropriate and their progress ensures that most children are well 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

The quality of the provision in the Early Years Foundation Stage	2
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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