

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY423093      |
| <b>Inspection date</b>         | 21/09/2011    |
| <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 husband and two children in Berinsfield, Oxfordshire. The home is within easy travelling distance of the local schools and nurseries. 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 four 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 two children under five all day. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She regularly uses facilities in the local Children's Centre 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 caring childminder has recently registered and begun to mind children. She is starting to build up a picture of the individuality of each child which enables her to meet some of their learning and welfare needs. Children are able to make decisions about their play and be independent in spacious accommodation. Children have access to a satisfactory level of resources and toys. The childminder understands the need to have partnerships to support children; so far she is developing a working relationship with parents. This supports the satisfactory progress that children are able to make. A limited use of self-evaluation by the childminder is used to ensure that children are safe, interested and engaged by their chosen activities. There is some capacity to improve as the childminder is committed to attending training and development opportunities in the near future.

## **What steps need to be taken to improve provision further?**

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

- develop observation and assessment record systems to demonstrate children's individual progress.
- develop the use of assessment information to inform planning for each child's continuing development.

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

The childminder informs users of her service about her organisation and approaches through the use of written policies and procedures. This helps the

setting to be safe for children and be managed efficiently. The childminder's understanding of effective working practice is largely satisfactory. Children are safeguarded as the childminder understands; for example, how to protect them from harm. Children play freely both indoors and outdoors. The childminder promotes their safety at these times by the use of risk assessments to reduce potential hazards. Children also have the opportunity to undertake outings into the locality. This already enables children to be more confident, mix with others and get used to making decisions. The childminder uses hygienic working practices and understands how to deal with accidents or illness. This promotes children's good health and well-being.

In this early stage of the childminder's career she uses only limited self-evaluation. She gains information from children as they play to ensure that the activities are appropriate. In addition she monitors children and talks to their parents to make sure that children's care needs are being met. She has made some progress since registration. The childminder is committed to undertaking appropriate training to enhance her level of skills and competencies. The partnerships that she has with parents enable her to understand children as individuals and know if they enjoy certain activities. The childminder understands the need to develop wider partnerships; for example, with other settings to support children's ongoing learning and development.

Children are able to play in spacious accommodation. The childminder is building up the resources that they use to ensure that all areas of learning and development receive proper attention. Most of the play undertaken is child-led. The childminder supports children's choices and is always on hand to help children and make suggestions. This provides children with some opportunity to develop their understanding as they play. It does impact on children's enjoyment and interest levels as timely interventions enable children to stay on task. The setting is an inclusive one. The childminder treats all children as individuals and expects that each child will build on what they can already do. Children have some opportunities to understand about their diverse world as they play in age appropriate way.

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

Children are beginning to make satisfactory progress as they access play opportunities with the childminder. She has a growing understanding of children's starting points and interests. She informally observes children to gain some sense of the progress that they make and how they interact with activities or other children. The childminder shares development information with parents and makes some attempt to use it when planning future play and learning activities. She also considers the experiences that children have when on outings and the resultant learning that takes place. The childminder is beginning to use more formal written assessments to better understand children's progress. She has a satisfactory understanding of the Early Years Foundation Stage. The childminder does understand that young children learn through play and first hand experiences. At the

present time the childminder's use of planning and assessment are insufficiently developed. The childminder does not always collect meaningful assessment information which can be used to support children's ongoing learning.

Children enjoy the opportunity to make choices. They play with cars, use sorting equipment and use their imaginations with messy play resources. They also encounter mathematical ideas through practical experiences and share books with the childminder. Children also show an interest in early writing skills, letters and sounds. The childminder facilitates child-led play and intervenes to ask questions or explain things to children. This impacts on children's language development and their understanding of why things happen as they do. Children are particularly interested in activity toys that are capable of making music and sounds. They quickly learn how to find the sounds that they want to hear. Children also enjoy playing with wheeled toys and they create imaginary play scenes with them.

Children's welfare is promoted satisfactorily by the childminder. Children gain a sense of their safety and that of others through guidance and support. They are safeguarded and play well with cooperative behaviour that can show a consideration for others. Children understand that they may differ from other children. They experience this as they mix with others; for example, in Children's Centres. The childminder is developing children's ability to concentrate for appropriate periods of time. In addition children are beginning to understand that harmonious play depends on their relationship with other children and adults.

The childminder promotes outcomes for children in a satisfactory way. Children settle quickly into the childminder's home and are happy to make choices and express themselves. They are able to move freely and usually show some enthusiasm for their chosen activities. Children feel safe and have a trusting relationship with the childminder. Children have some understanding of their own health and healthy life choices; for example, in relation to personal hygiene. Children show some ability to respond to the expectations that the childminder has of them as young learners. Children generally acquire age appropriate skills and their progress suggests that most children are prepared in some way 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

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|--|---|
| <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

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|--|---|
| <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   | 3 |
| 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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|--|---|
| 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

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|--|---|
| <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                           | 3 |
| 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