

Inspection report for early years provision

Unique reference number	EY253207
Inspection date	11/10/2011
Inspector	Tom Radcliffe

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2003. She lives with her husband and three children in Banbury. The ground floor of the premises is used for childminding and there is a fully enclosed garden for outside play. The family has two pet hamsters.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom three may be in the early years age group. She is currently minding two children 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. The childminder attends a local carer and toddler group/childminders support group. 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 childminder is well organised. She meets children's learning and welfare needs effectively as she has a good understanding of their individuality. Children thrive as they play, make choices and show independence. The childminder safeguards children well. She uses partnerships to support children's progress. Informal self-evaluation is in place but not used rigorously to help the childminder manage developments in a measured way. The childminder's reflective approach gives her a good capacity to improve.

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 self-evaluation in order to identify priorities for improvement and develop the provision.
- develop the use of assessment information to track more fully the progress that children are making towards early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder informs parents about her service through concise and well written policies and procedures. This helps the safe and efficient management of the setting which is very child-centred. The childminder has a good understanding of effective practice and implements procedures consistently well. Children are safeguarded. The childminder knows how to protect them from harm and works in their best interest. Children are supported well. The childminder uses risk

assessments to help ensure potential hazards are reduced indoors, outdoors and on regular outings. This allows children to explore and play safely, while enhancing their confidence and ability to make choices. Children's good health and well-being is promoted. The childminder manages illness and uses highly hygienic working practices.

The childminder is experienced and is able to analyse children's development while in her care. The childminder observes children carefully. She uses parental feedback to inform her on what she does well and what needs developing. The childminder uses regular training to update her skills and professional competence. There have been improvements since the last inspection. However, the childminder does not use self-evaluation systematically to develop what she does, which may lead to development requirements not being met.

There are very positive partnerships in place with parents. The childminder understands the importance of wider partnerships, for example, with other settings to support children's ongoing learning and development.

Children move freely in spacious accommodation, which they find interesting and motivates them to play. The childminder ensures all areas of learning and development are properly supported through well resourced and planned play opportunities. The childminder supports child-led play effectively. She uses good questioning skills to enhance children's learning and understanding. This encourages children to think about what they are doing. The setting is inclusive. The childminder treats all children as individuals who can build on what they have already achieved. She supports children with English as an additional language very well. Children access activities and 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 good progress as they play and access a good range of interesting play opportunities. The childminder understands children's starting points. She uses a range of observational assessments to gauge their progress. The childminder's understanding of each child's interests helps her to provide challenge. The childminder uses written development records, photographs and examples of children's achievements to inform parents. The childminder always ensures she uses assessment information when planning future learning intentions. The childminder uses summaries of achievement to ensure age expectations are reached. However, she does not yet track actual progress towards early learning goals. The childminder has a good understanding of the Early Years Foundation Stage. She also has a good understanding of how young children learn through play and first hand experiences.

Children are given many worthwhile opportunities to direct their own play. The childminder negotiates with children and encourages them to select from available play opportunities. Children enjoy this process and talk excitedly about what they

want to do. This promotes children's thinking and communication skills, which are good. Children decide to make a rocket collage and firework pictures using chalk. The childminder skilfully encourages a range of learning opportunities as they talk about shape, colour and patterns. Children encounter mathematical ideas and concepts as they use number, think about size and make comparative observations. Throughout play children respond very well to the childminder, listening to explanations that enhance their learning and understanding. Children's physical development is supported very well, for example, when making cakes children crack eggs, stir the mixture and set out baking cases.

The childminder supports children's welfare consistently well. Children gain a good understanding of their own safety and that of others. They are well safeguarded and show good standards of behaviour. The childminder manages children's behaviour effectively and children show a good understanding of what is expected of them. Children cooperate readily, follow instructions and include others in their play. Children also grow with an understanding that they may be different from other children. This occurs as children of different ages mix both within the home and on outings. Children are able to concentrate for long periods of time and do not get discouraged if things don't work first time. They also realise that harmonious play often depends on their ability to respond to adults and others appropriately.

Outcomes for children are consistently promoted. Children are very happy, confident and communicative. They like to use their imaginations, express their opinions and take part in complex conversations. Children freely explore and show enthusiasm for most of what they decide to do. Children feel very safe and have an extremely strong bond of trust with the childminder. This underpins children's happiness and self-esteem. Children have a good understanding of healthy life choices, as they talk about the danger of germs and the value of healthy eating. Children respond well to challenges, persevering and enjoying the expectations placed on them as young learners. Children acquire skills and abilities that are age appropriate. Children's progress helps ensure most are prepared well 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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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