

Inspection report for early years provision

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Inspection date	18/10/2011
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 1989. She lives in Bicester and the whole of her home is registered for childminding. Children primarily have use of a designated play room and there is an enclosed garden for outside play.

The childminder is registered to care for a maximum of six 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. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She walks to a local pre-school to take and collect children and attends local toddler groups with minded children. The family has a pet dog.

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 caring and experienced childminder understands children very well and meets their welfare and learning needs effectively. Children thrive in a well organised setting where they are safeguarded and able to make choices and show good levels of independence. The childminder has developed a range of effective working partnerships which support the progress that children are able to make. The childminder uses only informal processes of self-evaluation as she sets targets for improvements. Though these processes lack refinement she still has a good capacity to improve and further 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 and formalise the processes for self-evaluation in order to identify priorities for improvement and develop the provision.

The effectiveness of leadership and management of the early years provision

The childminder has compiled informative and well written policies which are shared with all parents. This helps to ensure the safe and efficient management of the child-friendly setting. The childminder has a good understanding of effective practice and she consistently implements well thought out procedures. As a result

children are well safeguarded as the childminder has a good understanding of how to protect them from harm. Children receive good levels of care and support and play in a safe environment which is risk assessed to reduce potential hazards. Children are able to explore freely indoors, outdoors and when on outings into the locality. This gives children valuable learning opportunities and has a positive impact on their confidence and ability to make decisions. The childminder's knowledge and understanding also ensures that children's good health and well-being is promoted.

The childminder reflects on all aspects of her work with children. She gains feedback from parents and observes children as they play and interact with others. She uses this information to inform herself about her strengths and weaknesses. Where it is children's interests she modifies what she does and always puts children's needs first. This informal approach has brought about improvements since the last inspection. However self-evaluation is not always used robustly to identify priorities for improvement and develop the provision in a measured way. There are very positive partnerships with parents which support children's ongoing learning and development. In addition the childminder has a good understanding of the need to develop and sustain wider partnerships. This ensures that children are prepared for transition to the next stage of their education and individual needs can be met.

Children mainly play in a dedicated play room which they find interesting and which motivates them to explore. The childminder ensures that children can use a good range of resources to support their all round learning and development. Children are able to decide what they want to do or play under the direction of the childminder. Conversations take place when children play as children answer questions and the childminder makes suggestions. The childminder manages the play environment well which ensures that children enjoy what they do. The setting is inclusive as the childminder treats each child as an individual who has the ability to build on what they have already achieved. Children also access age appropriate experiences which help them appreciate their diverse world.

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

Children make good progress as they play with the childminder and take part in worthwhile learning opportunities. The childminder has an accurate understanding of children's starting points, interests and learning styles. She observes children to gain a sense of the progress that they make. She also collates assessment information to track children's progress towards early learning goals. Parents are able to share development information and the childminder takes care to use what she knows about children when planning future activities. This ensures that children face challenge and have the opportunity to extend their learning and understanding. 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 respond well to the opportunity to express their own ideas. The childminder negotiates with children which results in a balance of adult-led and child-led activity. Children decide to play with toys where balls run down a twisting ramp. This offers them the chance to think about speed and shapes. They also enjoy outdoor play in the local park and spend a great deal of time investigating their early writing skills. When using interlocking shapes children discovered that all the towers were the same height when using the same number of items. Children encounter other mathematical ideas as they play with toy money and when they make cakes to bake. Cooking fascinates the children as the childminder explains to them how heat changes their mixture into cakes. The children's language development is good as all children are able to talk with confidence and use a wide vocabulary of words.

The childminder promotes children's welfare effectively and consistently. Children grow with a sense of their own safety and that of others. They are guided by the childminder to understand about danger and think about their own actions. They are safeguarded and behave very well. Children are able to manage their own behaviour and play cooperatively with other children. The childminder enables children to understand that they may differ from others and to appreciate their own individual characters. This takes place, for example, when children of different ages mix in local children's centres. Children apply themselves to play for appropriate periods of time. In addition children show the ability to play in different situations well, for example, when mixing cakes or when using outdoor play equipment.

Outcomes for children are promoted well by the childminder. Children thrive as they play and make decisions for themselves. They use their imaginations and take part in complex conversations about themselves. They are motivated to explore and show a great enthusiasm for what they decide to do. Children feel safe and have a very trusting relationship with the childminder. This strong bond forms a firm basis for children to grow and learn. Children have a good understanding of healthy lifestyles and choices and are particularly knowledgeable about the importance of personal hygiene. Children respond well to challenge and the expectations that are placed on them as young learners. Children acquire skills and abilities which are appropriate to their age and their progress ensures that most children 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
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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