

Inspection report for early years provision

Unique reference number	133958
Inspection date	19/10/2011
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 1993. She lives with her husband and adult daughter in 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. There is a bedroom available on the first floor for children to sleep. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than one may be in the early years age group. When working with an assistant the childminder may care for seven children under eight years at any one time, of whom no more than two may be in the early years age group. She is currently minding three children under five years all day and two children 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 or drives to local schools to take and collect children and attends local carer and toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The well-organised and methodical childminder meets children's learning and welfare needs effectively as she works with a good knowledge of their individuality. Children are able to make choices and be independent as they play happily in spacious accommodation. The childminder has good partnerships with parents and others to support the progress that most children make. Children are safeguarded exceptionally well. The childminder has a good capacity to improve based on her use of self-evaluation and ongoing professional development.

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 the assessment information to track children's actual progress to the early learning goals
- refine the use of assessment information to better inform planning for each child's continuing development.

The effectiveness of leadership and management of the early years provision

The childminder has concise and informative written policies and procedures which she makes available to parents. This thoughtful approach ensures the efficient and safe management of the child-friendly setting. The childminder has a good understanding of effective practice and she takes every opportunity to consistently implement it. Children are extremely well safeguarded as the childminder is

meticulous in protecting children from harm. Children benefit from caring supervision and play safely due to the good use of risk assessments. Play takes place indoors, in the garden and when on outings into the locality. This enables children to develop their ability to make choices, decisions and their willingness to explore. Overall, this makes a positive impact on children's confidence and learning. Children's good health and well-being is promoted well through the childminder's use of hygienic practice and management of illness.

The childminder understands accurately the level of service that she provides through self-evaluation. She acts on feedback from children and parents to understand what she does well and what she may want to improve. There have been improvements made since the last inspection. A reflective approach enables the childminder to continually improve and enhance outcomes for children. In addition, the childminder updates her skills through regular training and development. There are good partnerships in place with parents and other settings. This enables the childminder to understand children's individuality, share approaches and support children's ongoing learning and development. The childminder is able to use her experience of minding children to provide them with a stimulating and caring play environment.

Children play in very spacious accommodation which they explore and which provides a range of resources to promote their all round development. The childminder promotes child-led play particularly with the youngest children. As children direct their own play the childminder stays close by to offer support, make suggestions and help children learn and understand. This support enhances children's enjoyment and allows play to remain fresh and engaging. The setting is inclusive as the childminder expects all children to be able to build on skills that they have already acquired. She has a good understanding of anti-discriminatory practice. In addition, children's play allows them to start to understand about 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 access an exciting range of play opportunities. The childminder has good systems in place to understand children's starting points, interests and preferred learning styles. She makes observations on children as they play to gain a sense of the progress that they make and how much they enjoy themselves. The childminder is very good at analysing assessment information in terms of what children gain from the activities that they take part in. She does not always use what she knows about children when planning future learning journeys. Neither does she use the vast amount of assessment information that she has at her disposal to track progress to the early learning goals. However, children face challenging and interesting play activities. Parents have access to a large amount of written development information about their children in a variety of formats. 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 first hand experience and play.

Children enjoy making choices and decide to use construction sets to make towers, sort shapes and investigate with jigsaws. As children play they respond well to the interventions of the childminder. This enables her to develop children's spoken language, widen their vocabulary and enhance their understanding of play. The childminder introduces number, shape and colour into play and children happily take on board these ideas. When tower building children discover how shapes fit together and are very interested in shapes that have wheels attached. Children like to sing songs and are fascinated by toys that play music. The childminder uses local facilities to provide children with additional play opportunities, for example, outdoor play. Children take part in conversations in an age-appropriate way and when it rained heavily the childminder was able to turn this into a valuable learning opportunity.

Children's welfare is promoted consistently well by the childminder. Children grow with a good understanding of their own safety and that of others that they come into contact with. They are safeguarded to a high standard and are able to behave cooperatively. Children's play in the childminder's home is nearly always productive and purposeful. Even the youngest children understand about their own behaviour and relationship with the childminder. Children have a sense that all children are different. This learning takes place when children mix with others, for example, in local children's centres. Children can apply themselves to play for long periods of time. They are also gaining a good understanding that when play takes part in groups their own behaviour can influence the harmony in the group.

Outcomes for children are promoted well by the childminder. Children settle quickly and are confident as they make choices and take part in conversations. They are motivated to explore and mostly are enthusiastic about what they do. Children feel very safe and secure with the childminder. This promotes communication and builds their self-esteem. Children have an excellent understanding of their own health and of healthy life choices. They learn from an early age about healthy eating and the importance of personal hygiene. Children respond well to the expectations that the childminder has of them, for example, that they will make choices. Children 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	1
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	1
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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