

Inspection report for early years provision

Unique reference number	EY428226
Inspection date	24/10/2011
Inspector	Thomas Radcliffe

Type of setting	Childminder
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E: enquiries@ofsted.gov.uk
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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 one child in the village of Chalgrove, in Oxfordshire. The whole of the ground floor of the childminder's house is used for minding with a bedroom upstairs for daytime rest if required. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time of whom no more than two may be in the early years age group. The childminder is currently minding three children under five at various times during the day. She attends local carer and toddler groups at the nearby Children's Centre.

The childminder has a qualification in Early Childcare and Education at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The recently registered childminder is beginning to have an understanding of children's individuality and so is able to meet a range of their learning and welfare needs. Children settle to play with some opportunities to make choices and be independent. The childminder safeguards children well and is starting to build partnerships. This approach impacts on the generally satisfactory progress that most children make. The childminder plans activities for children, although these are not always based on their interests or provide sufficient challenge. Basic assessment of children's achievements is underway to track children's individual progress, although this is in its early stages. An informal use of self-evaluation gives the childminder some capacity to improve and takes some positive steps to 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 the planning of activities for children that is based on their play and provides sufficient enjoyment and challenge
- 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

Children are safeguarded effectively as the childminder has a good understanding of how to protect children from harm. Children are supported appropriately and play safely as their environment is risk assessed to minimise hazards. Children play freely indoors, outdoors and on regular outings into the local community. This enables children to develop their confidence and learning skills. Children's good health and well-being is promoted satisfactorily. The childminder understands how to manage illness and uses hygienic daily routines. The childminder has compiled written policies and procedures which parents are able to access. This helps the safe and efficient management of the setting which is in an early stage of development. The childminder's understanding of effective practice is beginning to shape aspects of the setting.

The childminder uses her training and previous experience in childcare to reflect on the level of provision that she has in place. She observes children carefully and gains informal feedback from parents. This enables her to understand what is working and what may need to be improved. The childminder is starting to set targets for improvements and has a clear understanding of priorities. In addition, the childminder regularly updates her skills through training and works in a network for quality assurance purposes. This has brought about improvements since registration. The childminder also understands the need to develop and sustain effective partnerships with parents and others. Her working relationship with parents enables her to understand children's needs. She also works with other providers to support children's ongoing learning and development.

Children play in accommodation which provides them with space to play and the opportunity to choose resources. The childminder has a range of toys and activities available to support all round learning. Children often direct their own play, with the childminder offering support and guidance. She also takes a more direct lead when this is more appropriate. This is starting to enable children to understand more and enjoy themselves as they play. The setting includes all children and the childminder believes that all can build on skills that they already have. Children also have some opportunity to develop an age appropriate understanding of their diverse world through the use of appropriate resources.

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

Children make satisfactory progress as they access a range of learning and play opportunities. The childminder understands children's starting points and what interests them. She observes children regularly to understand the progress that they make and how they interact with play equipment. The childminder provides written information to parents about their child's day, with an emphasis on any significant events or learning. The childminder makes some use of assessment information when planning for children's future learning. She is able to accurately

understand what children gain by undertaking certain activities and seeks to plan activities from children's interests and needs. The childminder has a satisfactory understanding of the Early Years Foundation Stage. She has a good grasp of how young children learn through play and first hand experience. At the present time, the childminder's use of both planning and assessment requires development. Children's progress is not systematically tracked nor do plans provide appropriate challenge for all children.

Children show an ability to make choices from a range of available options. For example, they select construction sets, activity walkers and soft toys. Children usually like to pick toys and play on available floor space. In this way they start to learn about joining shapes together and are fascinated by the sounds, dials and buttons on electronic toys. Children show an interest in books, both in the childminder's home and at story time when on outings to the children's centre. Children also like listening and moving to music as they play. To build on this, the childminder provides additional experiences for them outside the home. Children enjoy playing outdoors and have many opportunities to use messy play resources. Children play with or without the childminder's support. However they do respond to her intervention positively, which provides useful opportunities for the childminder to help them develop their language and understanding of simple numbers.

The childminder adequately promotes children's welfare. All children are growing with a sense of their own safety and that of others. The childminder ensures that children are well safeguarded. She also shows signs of managing children's behaviour so that they share, take turns and include each other. Children also gain an understanding that all children are different with their own personalities and attributes. This takes place as children mix with others in the home and beyond. Children are able to concentrate on their chosen activity for an appropriate amount of time. In addition the childminder seeks to enable children to take part in harmonious play by encouraging them to behave appropriately.

Outcomes for children are promoted satisfactorily by the childminder. Children settle, make choices and try to use their time purposefully. They show a willingness to explore and are quite happy as they play. Children feel safe and are developing a secure relationship with the childminder, which has a positive effect on children's confidence and self-esteem. Children have an age appropriate understanding of healthy lifestyles and choices. The childminder provides them with many opportunities for them to see the value of exercise and personal hygiene. Children show some ability to respond to the expectations that are placed on them as young learners. Children are beginning to acquire age appropriate skills and their progress suggests that most are 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met