

Inspection report for early years provision

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Inspection date	10/11/2011
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 registered in 2011. She lives with her husband and two children in Woodstock, Oxfordshire. The whole of the ground floor of the house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She may care for a maximum of four 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 during the day and three children over five before and after school. She also provides care for one child over eight years of age before and after school. The childminder attends local carer and toddler groups and 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 enthusiastic childminder provides children with a good range of interesting play opportunities. She understands children's individuality which enables her to meet their learning and welfare needs effectively. The childminder has positive working relationships with parents and other settings to support the progress that most children make. She also uses well developed processes of self-evaluation which gives her the capacity to improve and build on her practice. However assessment is not yet fully developed to track children's actual progress towards early learning goals.

What steps need to be taken to improve provision further?

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

- develop the process of matching observational assessments to the expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder has thoughtfully compiled a range of concise and well written policies and procedures. This ensures the safe and efficient management of the child-friendly setting. Parents are provided with good quality information about the childminder's service. The childminder has a good understanding of effective practice. She is able to consistently implement procedures which protect children's

interests. Children are well safeguarded as the childminder knows how to protect all children from harm. In addition, children are supervised attentively and play safely in thoroughly risk-assessed premises. Children play safely indoors, outdoors and on outings. This builds on their confidence, learning and ability to make decisions. Children's good health and well-being is promoted by the childminder. She uses hygienic working practices and manages minor accidents and illness well.

The childminder is very reflective about all aspects of her work. She has an accurate understanding of her own strengths and what areas need improvement. She actively seeks feedback from parents and observes children to gain valuable information about her work. She responds quickly where modifications will improve outcomes for children, and she analyses how they spend their time when they are with her. In addition she has a clear vision about what she wants to achieve and is comfortable in setting targets and priorities. There have been substantial improvements made since the childminder registered. The childminder is committed to improving her skills through training and shares ideas with other local childminders. The partnerships in place with parents and other settings support children's ongoing learning and development.

Children play in a spacious and very well organised setting. They are stimulated to play and are able to access an impressive range of resources that supports their all round learning. The childminder allows children to make decisions for themselves about their play. She will join in with child-led activities making contributions and enriching the play environment. She will also take a more direct lead when it is appropriate to do so. This enables children to enjoy what they do and enhances their learning and understanding. The setting is inclusive as the childminder thinks that all children are unique with the ability to build on what they can already do. In addition children access activities and use 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 progress as they direct their own play and are able to take part in a good range of learning opportunities. The childminder has a good understanding of children's starting points, interests and preferred learning styles. She observes children carefully to gain an understanding of the progress that they make. She also wants to be reassured that children enjoy what they do and that play provides sufficient challenge and interest. Assessment information is collated into written development records. This is shared with parents and used to inform future learning and play opportunities. The childminder does not currently use this information to track children's progress towards early learning goals. However 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 experiences.

Children generally thrive as they play and are expected to make choices and

decisions for themselves. They select small world resources and create complex and imaginative scenes with tracks, vehicles and figures. While doing this, the childminder encourages children to think about moods and facial expressions. Children encounter mathematical ideas as they play and find out about value, number and quantities. They enjoy sharing books and are able to demonstrate an understanding of letters and sounds. They have the opportunity to experiment with magnets and mirrors and discover which objects float and which sink. Messy play resources provide children with enjoyable play and they can use musical keyboards and construction sets. While using role play equipment children bake cakes in a microwave oven and take photographs of a completed jigsaw puzzle. Children's language development is given very good attention as conversations underpin all play and activity.

The childminder promotes children's welfare effectively. Children are able to learn about their own safety and that of others through the activities they take part. They are very well safeguarded and show good standards of behaviour. Children of all ages are able to play together, share and take turns. Children grow with a good understanding that all children are different. This is particularly important when older children help and support younger children. The friendships in the setting are good as the childminder promotes a positive social environment. Children are able to concentrate for long periods of time, for example, when devising role play and following their own ideas. In addition children have a good grasp of the importance of their own behaviour in achieving harmonious play.

Outcomes for children are consistently promoted by the childminder. Children settle well and are very willing to make decisions and express their opinions. They freely explore and are enthusiastic about what they do. Children feel very safe and have a secure and trusting relationship with the childminder. This provides them with a firm basis from which they can develop, learn and mature. Children have a good understanding of healthy life choices as they see value of exercise and healthy food. Children respond well to challenge and the expectations placed on them as young learners. Children generally acquire age appropriate skills and abilities. 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	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

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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