

Inspection report for early years provision

Unique reference number	134982
Inspection date	16/12/2011
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 was registered in 2000. She lives with her husband and two children in Banbury. The whole of the ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. Her home is within walking distance of local shops, parks, pre-school and schools.

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 works with an assistant. At these times she may care for a maximum of eight children under eight years at any one time, children of whom no more than six may be in the early years age group. She is currently minding four children under five all day and four children over five before and after school. The childminder also provides care for three children over eight years of age 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. She attends toddler groups and childminder support groups. The childminder 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 provides children with interesting and mostly appropriate play experiences which stimulate them and promote independence and choice. She works with a good understanding of children's individuality which ensures that learning and welfare needs are given ample consideration. The childminder has an excellent understanding of how to safeguard children and how to use partnerships to support the progress that most children make. Parental partnerships are highly productive and underpin effective processes of self-evaluation. This gives the childminder a good capacity to build on what she has already achieved and so 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 the use of all year round outings to support children's understanding of where they live.

The effectiveness of leadership and management of the early years provision

The childminder conveys important information to parents as she uses concise and well written policies and procedures. This helps the child-friendly setting to be managed both safely and efficiently. The childminder has a good knowledge and understanding of effective working practices. Children are safeguarded in an outstanding way as their interests are always of paramount importance. Highly effective procedures are also consistently implemented. Children are supervised attentively by the childminder and her assistant. They play in an environment where potential hazards are minimised through the use of thoughtful risk assessments, such as, indoors, outdoors and on outings. This allows children to explore and builds their ability to make decisions for themselves. Children's good health and well-being is promoted well by the childminder. She uses hygienic daily routines and manages accidents or illness thoroughly.

The childminder uses focused and regular self-evaluation to gain an accurate understanding of her strengths and weaknesses. She actively seeks feedback from parents and observes children carefully. This informs her and enables her to set targets for improvements which she prioritises well. There have been improvements made since the last inspection. The childminder benefits from networks with other childminders. She also attends regular training to update her skills and professional competencies. The partnerships with parents are outstanding as the childminder treats these relationships as the basis of her practice. Parents value the work of the childminder highly, for example, the caring and challenging play environment that she has in place. In addition the childminder has a good understanding of the value of wider partnerships. These support children's ongoing learning and development well.

Children play in spacious accommodation which is well organised and attractive. The childminder ensures that children's all round learning is effectively supported by lots of resources. However the childminder is reviewing her use of outings as children may not be gaining all they could about their own immediate world. The childminder has a good understanding of the need to achieve a balance between child and adult-led activity. She promotes children's choices with both adults staying close by to offer support and guidance. Adults will take a more direct lead when it is appropriate to do so. This useful approach enhances children's learning and understanding as they play and enjoy themselves. The provision is inclusive as adults treat all children as unique individuals each with the capacity to build on what they can already do. In addition children access activities and use resources that enable them understand 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 with a range of appropriate learning opportunities. The childminder has a good understanding of children's interests,

starting points and learning styles. She observes children as they play to understand the progress that they make and how they interact with others and their play experiences. Assessment information is used very well. It is used to track children's progress to early learning goals and shared with parents regularly. The childminder collates children's achievements into portfolios which parents find very useful and informative. The childminder also uses what she knows about children to plan learning journeys for them. This ensures that children face interest and challenge as they play. It also makes sure that children's development is well supported. 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 directing their own play and learning with adults. They readily take part in imaginative play as they use role play resources, for example, taking a baby for a walk. They are fascinated with books and will share stories for long periods of time. This provides very useful opportunities to develop their spoken language as they answer questions. They meet mathematical ideas through practical activities, for example, when cooking or shopping. Children are also able to use small numbers confidently and tackle simple problems. They also enjoy outdoor and messy play. Children take part in seasonal activities as they wrap presents, make snowmen and sing carols. They also develop their physical skills through play games with adults. These extend into more complex games as they bowl over towers that they have made from construction sets. Children respond very well to the support given to them by adults.

Children's welfare is consistently promoted by the childminder. They are able to learn about their own safety and that of others through play and guidance. They are securely safeguarded and show good standards of behaviour. Adults enable children to take responsibility for their behaviour as they arrange their own play. Children have a good sense that harmonious play depends on their own attitude and behaviour. All children are able to share, take turns and involve others in games and activities. Children grow with an understanding of themselves as individuals. They appreciate that in some way all children are different. This is emphasised as children of all ages mix when in the childminder's home. Children show the ability to be able to concentrate and be engaged in purposeful activity.

Outcomes for children are promoted well by the childminder. Children are very happy as they play, make choices and use their imaginations. They enjoy exploring, expressing themselves and are very enthusiastic about what they do. Children feel completely safe and have a strong bond with adults. This provides them with a secure basis for learning and is a strong feature of the childminder's provision. Children have a good understanding of healthy life choices as they talk about healthy eating and enjoy being active. Children of all ages respond well to challenge and the high expectations that adults have of them as young learners. Children acquire skills and competencies which are at least age appropriate. 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	1

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	1
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
--	-----