

Inspection report for early years provision

Unique reference number	134284
Inspection date	11/01/2012
Inspector	Gill Little

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 1992. She lives with her adult son in Thame, Oxfordshire. Her home is close to the town centre where there are a range of facilities, including shops, parks and the library. The whole ground floor of the childminder's house is used for childminding, together with a first floor bathroom. There is a fully enclosed garden available for outdoor play.

The childminder offers care on a daily basis, before and after school, and during school holidays. She walks to the local school and nursery to take and collect children. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight at any one time, of whom no more than three may be in the early years age range. She is currently minding four children on the Early Years Register on both a full-time and part-time basis. She is currently minding three children on the Childcare Register.

The childminder is a member of the TRIO Childminding Network and the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in this safe and welcoming environment. They all make good progress in their learning and some make very good progress in some areas. The quality of teaching and learning is of a high standard while procedures to assess children's development are generally effective. The childminder develops good partnerships with parents and other early years settings that children attend. These partnerships successfully help her to meet children's individual needs and promote continuity in their care. The childminder maintains good standards of practice through effective self-evaluation and clearly identifies areas for development to secure continuous improvement.

What steps need to be taken to improve provision further?

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

- make greater use of the Early Years Foundation Stage Practice Guidance to assess children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding children procedures. For example, she is aware of symptoms to indicate children at risk and is confident about what to do if she has concerns. She provides a safe and child-friendly home where children can play comfortably under her close supervision. A wide variety of good quality resources is available and children can access these easily with the childminder's support. Effective procedures keep children safe on outings. For example, children wear wristbands that detail the childminder's mobile phone number, to be used in the unlikely event that they become lost. The childminder maintains all regulatory documentation to a good standard to support the safe and efficient management of her setting.

The childminder actively promotes equality and diversity. She helps children to respect people who are different from themselves by engaging in a wide range of activities to develop positive attitudes towards diversity. She has a good knowledge of children's individual needs regarding both their care and learning. She supports all children in making at least good progress towards the early learning goals.

The childminder maintains positive relationships with parents who state that they are happy with her practice. She keeps parents well informed about their children's progress through daily discussions and some written records. She works closely with parents to agree consistent strategies in significant areas of their children's development, such as behaviour and attitudes to food. She maintains a close partnership with a local nursery, which some minded children attend. She frequently talks to staff and exchanges e-mails to share information about children's learning and welfare. This commitment to partnership working effectively enhances continuity between the different settings.

The childminder has a positive approach to self-evaluation and driving improvement. Since the last inspection, she has introduced a wider range of activities and a focus on challenging children's learning to help them meet their full potential. She is maintaining good levels of practice and is taking steps to make further improvements. For example, she identifies the observation and assessment of children's progress as an area for development and is organising support from her childminding network to help her meet this target.

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

Children display a strong sense of belonging with the childminder. Older children engage readily in planned activities and have a positive approach to learning. Younger children show their close attachment to the childminder by following her when she leaves the room and enjoying physical contact. Children demonstrate good levels of behaviour. For example, older children readily share resources with

younger children. A wide range of activities celebrating diversity successfully helps children to develop positive attitudes. For example, children enjoy stories from different cultures and the childminder extends this interest to include food, such as making fruit kebabs.

Children develop a good understanding of a safe and healthy lifestyle. Younger children learn not to stand on chairs, and how to get down safely. Older children successfully learn about road safety, such as using zebra crossings, under the childminder's close supervision while on outings. All children have daily opportunities to play and exercise outdoors, both in the garden and at local parks, using equipment that is both safe and challenging to enhance their physical skills. They learn about good hygiene practices through regular hand washing and develop a positive approach to healthy eating. For example, they make posters about healthy eating and they grow their own vegetables.

Older children make some very good progress in their learning. They become engrossed in a drawing activity, which links to the week's theme about themselves and their families. With some very good support from the childminder, along with useful resources, such as a mirror, children draw pictures of their own faces. They carefully consider in some detail the white, black and coloured areas of their eyes and learn new vocabulary, such as 'pupil'. A well prepared activity to support children's early mathematical development helps them to make clear progress. They confidently count fingers on a hand and, with the childminder's effective encouragement, remember how to write the number 'five'. They quickly learn mathematical language as the childminder encourages them to take measurements and challenges their thinking through effective questioning. They talk about 'big' numbers such as '70' or '100' and successfully compare measurements, such as 'tall' and 'short'. Such activities effectively support children in securing the skills they need for future learning.

Younger children play happily alongside older children. For example, they enjoy looking at themselves in the mirror and making marks on paper. They explore their environment with interest and benefit greatly from the childminder's frequent interactions. They learn to use toys in different ways as the childminder effectively supports them in doing so.

All children enjoy a wide range of stimulating activities planned by the childminder, such as making birdfeeders, floating boats in water, posting letters and making firework pictures. The childminder has a natural ability to extend children's learning. However, she lacks confidence in assessing their progress within the Early Years Foundation Stage. She keeps some records of children's progress but does not have an efficient system to assess and record their development across all areas of learning.

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

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