

Inspection report for early years provision

Unique reference number	EY440176
Inspection date	17/05/2012
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 2012

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 registered in 2011. She lives with her husband and two children in Abingdon. The whole of the ground floor of the childminder's house is used for childminding with upstairs rooms for children requiring rest. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of these, not more than three may be in the early years age group. She is currently minding three children, all are in the early years age group. The childminder also provides care for a child over eight years of age after school. The childminder walks/drives to local schools to take and collect children. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder attends a local carer and toddler group/childminders support group 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 caring and competent childminder works with a good understanding of children's individuality, which enables her to meet their needs well. Children have access to excellent resources and equipment, which stimulates them to make choices and be independent. The childminder has a good working relationship with parents, which supports the progress that most children make. Other partnerships are not yet developed but the childminder is aware of their importance. The childminder has a good capacity to build on what she already has in place as she uses self-evaluation constructively. Overall, the childminder uses resources and her knowledge of children's progress to support their all round progress.

What steps need to be taken to improve provision further?

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

- enable children to distinguish between quantities, recognising that a group of objects is more than one.
- develop appropriate partnerships in order to provide continuity in children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder shares informative and concise written procedures and policies with all parents. This ensures that she manages the child-friendly setting safely and efficiently. The childminder has a good understanding of effective working practices. She safeguards children at all times, as she is able to recognise any concerns about children and deal with them competently. The childminder expects children to explore and play in all available play spaces. She minimises potential hazards that children may face at these times as she uses effective risk assessments. This enables children to play enthusiastically both indoors and outdoors, which has a positive impact on their confidence and learning. The childminder promotes children's good health and well-being at all times. She uses hygienic daily routines and manages illness or minor injuries effectively.

The childminder is very reflective about all aspects of her childminding practice. She actively seeks feedback from parents and observes children diligently. She then uses this information to understand what she does well and what she wants to improve. As a result, the childminder has an accurate understanding of her strengths and weaknesses. She also uses quality assurance schemes, which enables her to set targets for future improvements. There has been good progress made since registration. The childminder uses regular training opportunities to update her skills and shares practice with other childminders. The childminder works well with parents. They understand about their children's progress and the childminder keeps them up-to-date about the daily activities in the setting. The childminder has a good understanding of wider partnerships but has not yet developed any to support children's ongoing learning and development.

Children spend time in extremely well organised and spacious accommodation. They use resources and spaces which are of a high quality and which benefit them greatly. The childminder works tirelessly to ensure that she properly supports children's all round learning and development with outstanding resources. She allows children to make decisions for themselves about what they want to do, for example, play outside. However, she always stays on hand to support children, offer guidance or join in with their play. This enhances children's enjoyment and gives them the time and space to develop important skills. The setting is inclusive as the childminder treats each child as a unique individual. She supports each child well so that they are able to build on skills that they bring to the setting. Children have many useful opportunities 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 take part in a wide range of learning opportunities and direct their own play. The childminder has a firm understanding of children's interests, starting points and preferred learning styles. She observes

children regularly to understand their progress. She also wants to know how they interact with activities and other children. She collates assessment information very well so that she can track children's progress towards early learning goals. In addition, the childminder uses the information to plan for children's ongoing learning and to share with parents. This helps to ensure that children face interesting and challenging activities, which supports their development well. The childminder has good understanding of the Early Years Foundation Stage. She also gives young learners the chance to play freely and have many worthwhile first-hand experiences.

Children enjoy the opportunities that they have to make choices. They select musical toys, small world equipment and make up scenes with role-play resources. While outside children experiment with quantities of water, use chalk and chase bubbles as they move through the air. Indoors they use matching games and show a great interest in books. Children readily share these with the childminder and will listen to nursery rhymes for long periods. Children develop their early writing skills regularly and learn about numbers through practical experiences. The childminder does not always use the opportunities that present themselves to enable children to understand more about quantities. She promotes children's spoken language effectively as she asks questions and encourages children to express themselves. Children also enjoy experiencing nature as they look at wild flowers. They have many other play opportunities when they regularly go on outings to facilities within the locality.

The childminder promotes children's welfare consistently well. Children understand about keeping themselves safe, for example, when crossing roads. They also realise the impact that their behaviour can have on the safety of others. The childminder safeguards children who also show good standards of co-operative behaviour. Children readily play with others and share ideas and resources. The childminder facilitates this in a calm way, which children respond to as they play their part in the purposeful atmosphere of the setting. Children also learn to respect the differences that they see in other children, for example, as they play with them when on outings. Most children are able to concentrate and develop skills that they already have acquired. In addition, children understand the role that their own attitudes and behaviour have to harmonious play.

The childminder promotes outcomes for children well. Children settle quickly and are both happy and confident to make choices or play imaginatively. They explore all spaces and show an enthusiasm for what they decide to do. Children have a secure and trusting bond with the childminder. This promotes communication and helps to develop their self-esteem. Children show that they feel that they belong in the setting. Children have a good understanding of healthy lifestyles and choices. They talk about healthy foods at snack time and see the importance of personal hygiene and exercise. The childminder has created a play environment where children respond well to any expectations that she has of them. Children acquire age-appropriate skills as they play. They develop a good understanding of the wider world and are well equipped with the skills they need to secure future 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	1
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	3
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
--	---

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

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