

Inspection report for early years provision

Unique reference number	EY281225
Inspection date	30/05/2012
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 registered in 2004. She lives in a village to the north of Oxford with her four teenage and adult children. The whole ground floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outdoor play. Access to the provision includes a step in to the front door. The family has three cats and a dog. The dog is generally only present during childminding hours during holiday periods.

The childminder 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 four 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 a part-time basis. She offers care on a daily basis, before and after school, and during school holidays. She walks to the local school to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in this safe and welcoming environment. Overall, the childminder uses resources well to help children make good progress in their learning. Children particularly benefit from a wide range of interesting visits in the local community. The childminder knows children well and develops good partnerships with parents, which effectively enhances continuity of care. The childminder reflects on her practice effectively and has made good progress since the last inspection. She shows a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- extend the range of resources and activities in the garden to provide a richer and more varied learning environment

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of procedures for safeguarding children and is proactive in attending relevant training. She has a secure knowledge of possible symptoms of children at risk and how to respond to

concerns. The childminder ensures that all household members have appropriate background checks. She has successfully improved her safeguarding practices since the last inspection by maintaining a current first aid certificate. She provides a safe environment, both indoors and outdoors, and supervises children closely at all times. Effective safety precautions are in place, such as gates fitted to the stairs and kitchen door.

The childminder provides a good range of resources and activities to support children's progress in all areas of learning. She makes effective use of the local community to provide children with a broad and stimulating range of experiences. Children frequently play in the garden, which offers a good variety of equipment to develop their physical skills. The childminder provides some additional resources in the garden to reflect other areas of learning, such as literacy, but these are not as varied as resources indoors.

The childminder actively promotes inclusive practice. She has a confident and secure understanding of children's individual needs, such as their interests, routines and family backgrounds. This knowledge, together with good partnerships with parents, promotes positive outcomes for all children. For example, the childminder captures children's appetite for learning by planning activities that appeal to their individual interests. Parents comment favourably on the childminder's practice. They state that their children 'adore her', 'they have made great progress' and that 'the childminder is a positive influence on the whole family'. The childminder keeps parents well informed of their children's progress through informative daily discussions and she encourages parents to share their ideas and views. There are currently no partnerships in place with other professionals as there are no children on roll receiving support from outside agencies or attending other early years settings. However, the childminder demonstrates a clear understanding of how to work with other professionals as necessary.

The childminder reflects on her practice routinely to identify her strengths and areas for improvement. She observes children carefully to assess their interests and encourages them to make choices about their play. She has effective plans in place to develop her provision, such as improving records of progress and attending additional training. Since the last inspection, she has improved her practice to achieve good outcomes for all children.

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

Children show a strong sense of security with the childminder. They enter her home happily, separating from parents calmly, and they quickly settle to activities. With the childminder's clear guidance they develop good social skills. For example, the childminder uses sticker reward charts to encourage children to be helpful and kind. As a result, children readily help to tidy away toys and play well alongside

each other. Children develop a positive attitude to people who are different from themselves as they enjoy a good range of activities and experiences that reflect diversity in society. For example, they enjoy trips to the canal where they observe people living on houseboats and they celebrate a range of cultural festivals.

Children develop a good understanding about a healthy lifestyle and benefit from the childminder's careful attention to their health requirements. They play outdoors on a daily basis and regularly visit soft play centres, which helps them to develop their physical skills successfully. The childminder actively involves them in food preparation, which results in a positive approach to healthy eating. For example, children choose their own bowls from the cupboard and decide which type of fruit snack they prefer. They quickly learn to wash their hands after nappy changing which instils good hygiene procedures in preparation for toilet training.

Children learn about safety issues successfully as the childminder continually reinforces sensible messages throughout their play and during outings. For example, she reminds children to keep their seat belts on in the car, explaining that only adults can undo these and that this keeps them safe.

Children develop a positive approach to learning and make good progress in securing the skills they need for the future. They develop a keen interest in the world around them as they take part in a wide variety of interesting outings, such as observing deer in a nearby field, or trips to the local shops and fire station. They develop good communication skills as the childminder frequently engages them in stimulating conversations as part of their play, which successfully helps to develop their vocabulary and thinking. For example, while putting jigsaw pieces together, children develop their knowledge of colours and animal names with the childminder's support. Daily activities support children's development in literacy and numeracy effectively. Children confidently recognise their names in labels set out on a low-level table at snack time and they develop counting skills successfully in a range of everyday situations. The childminder responds well to the children's interest in a guitar and this leads to an enthusiastic music session with a toy guitar and xylophone. Children show pleasure in playing the instruments along to familiar songs. Such activities are successful in developing children's creativity.

The childminder knows children well and she confidently demonstrates her knowledge of their individual capabilities and interests. She routinely observes children's play and compares her findings with observations that parents make at home. She then plans relevant and challenging activities to help them make further progress. For example, as children develop early counting skills she repeats these in different ways and in different situations to secure children's understanding fully before taking them on to the next level.

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