

Inspection report for early years provision

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Inspection date	22/06/2012
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 one child in Didcot. The whole of the ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time; of these, not more than two may be in the early years age group. She is currently minding three children, two are in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She walks and drives to local schools to take and collect children. The childminder attends a local carer and toddler group/childminder support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder works effectively with children. She has a good understanding of their individuality, which enables her to meet their needs well. Children have many enjoyable opportunities to be independent and direct their own play. The childminder uses self-evaluation to understand her strengths and weaknesses, which gives her a good capacity to improve. There are positive relationships with parents, which supports the progress that most children make. The childminder has yet to develop other partnerships. However, she uses resources well to support children's all-round development.

What steps need to be taken to improve provision further?

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

- develop a range of partnerships in order to support children's ongoing learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has put together concise and well-written policies and procedures for all parents. This ensures that the setting is well organised and runs smoothly. The recently registered childminder has a good understanding of her procedures, which she consistently implements. She is able to safeguard children as she can recognise concerns and deal with them correctly. The childminder provides children with a lot of space to play in which they freely explore. A thorough use of risk assessments reduces hazards for children and impacts on their confidence and

willingness to direct their own play. Children play safely indoors, outdoors and when on outings into the locality. The childminder also promotes children's good health and well-being. She uses hygienic daily routines and manages illness or minor injuries well.

The childminder uses self-evaluation effectively. She understands her strengths and weaknesses and is able to set targets for improvement. She actively seeks feedback from parents and observes children to gain information about the service that she provides. She is reflective and flexible and will modify what she does when it is in children's interests. The childminder is well qualified and has a lot of experience of working with children due to her previous employment. There has been good progress made since registration. In addition, the childminder attends training to update her skills and competencies. The childminder values a good working partnership with parents. She keeps them up-to-date with information and takes time to explain the Early Years Foundation Stage to them. Parents appreciate this and feel able to support their children's learning. The childminder understands the importance of wider partnerships though presently, she under uses them.

Children enjoy playing in interesting and attractive accommodation, which stimulates and motivates them to play and learn. The childminder has ample resources available. These are age and activity appropriate and provide for a broad range of learning. She expects children to decide for themselves what they want to do. As children do this, she stays close by to offer help and make suggestions. She also joins in with the children as they play which enhances their learning and enjoyment. When the childminder takes a more direct lead, for example, when reading stories, children respond very well to her. The setting is inclusive. The childminder treats each child as a unique individual who can build on things that they can already do. Children also take part in activities and use resources that enable them to appreciate their diverse world.

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

Children make good progress and have a broad range of learning experiences. Children are able to lead their own play but also enjoy it when the childminder leads some activities. The childminder has a good understanding of children's starting points, interests and preferred learning styles. She observes children very well and gains accurate information about their progress in all areas of learning. She has a range of useful written development records, which tracks children's progress towards early learning goals. She uses assessments well when she plans individual learning journeys for each child. This helps to ensure that children face interesting and challenging activities, which supports their development well. The childminder has a good understanding of all aspects of the Early Years Foundation Stage. She also fully understands the importance of first-hand experiences to young learners.

Confident children enjoy making choices about what they play with and where. They use small world equipment to design creative scenes where characters travel

to work by car. Children relish every chance they get to share books. These engross them as they listen, answer questions and predict what will happen next in the story. They also build towers with large construction sets and are able to count with accuracy. The childminder develops children's spoken language very well. She engages children in conversations and encourages them to talk about themselves and their play. Children use role-play equipment and develop their imaginations in messy play. The childminder also develops children's early writing skills and gives them many opportunities to listen to and make music. Children search for mini-beasts in the garden and take part in cooking with the childminder. When playing with modelling clay, children talk about the animals that they create and the different features that each has. In addition, children use keyboards and electronic games and have a good understanding of everyday technology.

The childminder consistently promotes children's welfare. Children have a good sense of their own safety and that of others they play with. The childminder safeguards children well and maintains a happy and caring play environment. Children show good standards of behaviour as they share resources and include others in their play. The childminder makes her expectations clear to all children and this helps support a good atmosphere in the setting. She does this in a calm manner, which sets a good example for children to follow. Children learn to respect the differences that exist between themselves and other children. They also understand the importance their own behaviour and attitudes have to harmonious play. Children have the ability to concentrate for long periods and develop skills that they have already acquired.

The childminder also consistently promotes outcomes for children. Children settle quickly and are very happy as they play purposefully and use their imaginations. They explore with confidence and are enthusiastic about their play choices. Children enjoy a close and trusting bond with the childminder. This promotes communication and influences children's self-esteem. It also makes the setting a fun place for the children to be. Children have a good understanding about what healthy lifestyles are. They use good personal hygiene routines, talk about healthy eating and see the value of exercise. Children use their time well when in the setting and always embrace the challenge of new learning. Children acquire age-appropriate skills and abilities as they play. They are very well equipped with the skills that 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	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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