

Inspection report for early years provision

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Inspection date	03/07/2012
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 2012. She lives with her husband and two children in Thame, Oxfordshire. The childminder uses all of the ground floor of her home for childminding and there is an enclosed garden for outside play. Two upstairs rooms are also available for children's rest and sleep.

The childminder may care for a maximum of four children under eight years at any one time and of these, not more than two may be in the early years age group. She is currently minding two children who both 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 may also provide overnight care for one child under the age of eight years. She attends a local carer and toddler group/childminder support group and is a member of an approved childminding network. The family has a pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The effective childminder works with a good understanding of children's individuality and is therefore able to meet their needs well. Children direct their own play and enjoy the opportunities that they have to explore and be independent. Good partnerships support the progress that most children make and the childminder keeps all parents well informed. A good use of self-evaluation and a conscientious approach gives the childminder a good capacity to improve. Children achieve well because of being in the setting and overall, the childminder uses mostly good resources to support their development.

What steps need to be taken to improve provision further?

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

- promote further children's awareness of others within and beyond the setting, for example by providing a greater range of resources that reflect the diversity.

The effectiveness of leadership and management of the early years provision

The childminder manages the child-friendly setting efficiently and safely. She achieves this by using concise written policies and procedures, which all parents

can use. The childminder had experience of working in childcare prior to her registration. This has given her a good understanding of her well thought out working procedures. As a result, she safeguards children well as she is able to identify any child at risk of harm and knows how to deal with such concerns. The childminder encourages children of all ages to explore the play environment. She promotes their safety at these times as she uses risk assessments to identify and minimise potential hazards. This enables children to play indoors, outdoors and benefit from regular outings into the locality. This has a positive impact on children's confidence and learning. The childminder promotes children's good health and well-being consistently well. She uses only hygienic daily routines and manages illness or minor injuries well.

The childminder is very enthusiastic about her work and has a reflective approach. She uses self-evaluation to gain an accurate understanding of what she does well and what may need to improve. She seeks feedback from parents and observes children to understand about her own effectiveness. She is able to set targets for improvement, which she prioritises according to their importance. The childminder shows clarity of thought, which underpins her good ability to improve. There has been good progress made since registration. In addition, the childminder updates her skills through training and networking. The childminder has established partnerships with other settings, which contribute to children's achievements and well-being. She also engages well with parents. This enables her to meet children's needs and involve parents in children's learning.

Children play in spacious accommodation, which is conducive to learning. The childminder uses resources well to support the learning of each child. Children are able to access a broad range of learning and play opportunities. The childminder expects children to decide what they want to do. She offers appropriate support and advice to children as they play. However, she actively gives children time and space to make their own minds up before she intervenes. This enhances children's learning and understanding as they play and enjoy themselves. This works well as children use their time in purposeful play as they develop important skills, such as concentration and perseverance. The childminder promotes an inclusive setting as she treats all children as individuals. She enables children to build on the skills that they bring with them. Children gain a good understanding of the diverse world that they live in. The childminder achieves this by making extensive use of outings and sharing activities with other childminders. However, the childminder does not yet have sufficient resources in her home to promote children's understanding more fully.

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

Children make good progress as they use mainly good resources in child-led play. The childminder has an accurate understanding of children's starting points, interests and how they like to learn. She observes children regularly and is able to

capture significant information about the progress that children make. She has a good understanding of assessment information, for example children's progress towards the early learning goals. In addition, she is able to use this information as she plans individual learning journeys for each child. This ensures that children face play which offers them interest and challenge. She also shares this information with parents who have a good understanding of children's development. The childminder has a good understanding of the Early Years Foundation Stage. She also understands the importance of play and first-hand experience to young learners.

Children enjoy the opportunities they have to make choices. They select small world equipment, experiment with cars on ramps and make music. They also show an interest in writing as they develop their skills with chalk and on paper. Older children are able to understand about letters, for example those in their own names. Children reflect what they know about their world as they use role-play equipment and make drinks for each other. The childminder promotes children's spoken language well. She asks children questions, listens to their answers and encourages them to talk about their play. Children of all ages take part in messy play as they use paint and a range of printing objects. Younger children have the chance to investigate different materials in treasure baskets. Children experiment with numbers as they weigh out rice using scales. As they do this, the childminder encourages them to see the link between the weight of the rice and what the scales show. When planting outside children thoroughly enjoy themselves as they fill pots with soil, transfer plants and water them. In addition, children have a good understanding about technology both in role-play and as they take pictures with cameras.

The childminder promotes children's welfare consistently well. Children develop a good understanding of their own safety and that of others they play with. The childminder safeguards children and promotes good standards of behaviour in the setting. Children of all ages are able to share space and resources. They include each other in their play, particularly older children who are caring towards younger ones. Children realise the importance of their own attitudes and behaviour to harmonious play. The childminder makes her expectations about children's behaviour clear and children respond well to this. Children also learn to respect the differences that they see in other children, for example as they play outside the home when on outings. Most children show the ability to be able to develop skills that they have already acquired.

The childminder promotes outcomes for children well. Children are very happy in the setting as they develop a sense of belonging. They make choices well and are able to be both imaginative and creative. Children are mostly very enthusiastic about what they do and they like to explore indoors and outside. Relationships in the setting are strong which builds children's self-esteem and their willingness to use their own initiative. Children have a good understanding of healthy lifestyles and choices. Older children know about personal hygiene and healthy eating while younger ones show contentment. Children acquire age-appropriate skills and abilities as they play. This equips most of them well for the skills that they need in order 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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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