

## Inspection report for early years provision

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<b>Unique reference number</b>	EY441522
<b>Inspection date</b>	11/07/2012
<b>Inspector</b>	Tom Radcliffe
<b>Type of setting</b>	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.

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 2012. She lives with her husband and one child in Bicester. The whole of the ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. An upstairs room is also available for sleeping/resting children.

The childminder is registered to care for a maximum of six children under eight years at any one time; and of these, not more than three may be in the early years age group. She is currently minding five children; three 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 to local schools to take and collect children and attends a local carer and toddler group/childminder support group.

She 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 enthusiastic childminder meets children's needs very well as she works with a good understanding of their unique personalities and attributes. Children feel very safe and have many worthwhile opportunities to be independent and make choices. The childminder has highly positive relationships with parents, which supports the good progress that children make. She has not yet developed other partnerships though she is aware of their importance. The childminder has a good capacity to improve as she listens to parents and tackles areas that require improvement methodically.

## **What steps need to be taken to improve provision further?**

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

- develop partnerships with other settings in order to support children's ongoing learning and development.

## **The effectiveness of leadership and management of the early years provision**

The childminder uses well-thought out written policies and procedures, which all parents can access. This means that the setting runs smoothly and is both safe and efficiently managed. The childminder has a good understanding of all requirements of the Early Years Foundation Stage. She is able to safeguard children well as she recognises any causes for concern and knows how to deal with

them. The childminder expects children to direct their own play and explore all available play spaces. She enables children to do this safely as she minimises potential hazards by using risk assessments thoroughly. Children play safely indoors, outdoors and on numerous outings into the local community. This has a very positive impact on their learning and enjoyment. The childminder promotes children's good health and well-being consistently well. She uses hygienic daily routines and manages illness or minor injuries effectively.

The childminder is a reflective practitioner. She takes great care to seek the opinions of parents and she observes children diligently. This approach gives her information about aspects of the setting, which are strong, and those, which may need to be developed. She always puts the interests of children first as she seeks to enhance outcomes for them. The childminder keeps a journal, which enables her to set targets and priorities for future improvements. There has been good and consistent progress made since registration. In addition, the childminder works in a local network of childminders with whom she can share ideas, resources and expertise. The childminder engages with parents in an exemplary manner. They feel very involved in their children's learning and high standards of communication keep them informed about children's achievement and well-being. The childminder has a good understanding of the value of wider partnerships but has yet to develop them to fully support children's learning and development.

Children play with imagination and freedom in spacious and well-organised accommodation. The childminder has a good approach to resourcing. Children can use ample resources that are age-appropriate and which support their learning well. This includes when on outings as the childminder ensures that children have a broad range of learning experiences. She lets children make choices for themselves but stays close by to offer help and guidance. This allows children to build on important learning skills and boosts their enjoyment and understanding. The childminder gives children an inclusive environment in which to learn and grow. She values each child as an individual and supports them to ensure that they develop skills that they bring to the setting. Children also take part in activities and use resources that enable them to appreciate their diverse world in an 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 range of play, which is mainly child-led. The childminder has an accurate understanding of children's starting points and the way that they prefer to learn. She also fully understands children's interests and ensures that these always underpin children's play activities. The childminder observes children well to understand their progress and what they gain through play. She collates assessment information and uses it effectively to plan for each child's ongoing learning journey. This helps to ensure that children access interesting activities that offer them challenge and supports their development well. The childminder uses a computer-based system to manage assessment and planning data which parents will be able to access in the future.

The childminder has a good understanding of the Early Years Foundation Stage. She also fully understands that young learners acquire skills through play and first-hand experiences. This is evident in the play environment that she makes available to all children.

Children relish the play opportunities that they take part in. They make choices confidently and decide to use small world equipment, explore the textures of objects and make music. The childminder supports children's language development well. She asks many questions and encourages children of all ages to build their vocabularies and express themselves. Children also learn about letters and sounds and have the chance to find the letters in their own names. They also enjoy using books for both stories and information about their world. Children like to practice their early writing skills and as they draw they are happy to explain what their pictures show. In addition, children meet mathematical ideas through practical experiences. They also use everyday technology in role-play and information and communication technology to support their learning. Younger children show a fascination for how things work and fit together and they experiment with a range of resources. As children take part in joint play with other children they create a bicycle repair shop and celebrate with a jubilee party. In addition, children find out festivals from other cultures and use messy play resources.

The childminder consistently promotes children's welfare. Children have a range of opportunities to learn about their own safety and that of others around them. The childminder is able to safeguard children who are also able to show good standards of behaviour. Children of all ages play together, share resources and manage their time well. The childminder actively encourages children to socialise with others, for example, when on outings to build their skills in this area. The childminder also makes her expectations clear to children which results in a calm and purposeful setting. Children recognise differences in others and learn that this is part of their lives. Children have the ability to concentrate and build on skills that they have already acquired. In addition, they understand the responsibilities that they have to relationships within the setting and to harmonious play.

The childminder also consistently promotes outcomes for children. They are happy in the setting as they quickly settle to pick activities and create imaginative play. Children separate from their parents readily and have a highly secure and trusting relationship with the childminder. All children are extremely confident in expressing themselves and in taking responsibility for their own and others' safety. They are also enthusiastic about what they do with laughter being one of the commonest noises in the setting. The child-friendly setting supports children's self-esteem well. Children have a good understanding of healthy lifestyles and choices. They are able to learn about the importance of personal hygiene and about healthy eating. Most are able to understand what a healthy lifestyle means. Children acquire age-appropriate skills and abilities as they play. They are well equipped with 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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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