

Inspection report for early years provision

Unique reference number	EY350710
Inspection date	12/12/2011
Inspector	Barbara Walters
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.

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 was registered in 2007 and trades as Oak Tree Nursery. She lives with her husband and three children in Charfield, Gloucestershire. The whole of the childminder's house is available to use for childminding and there is a fully enclosed garden for outside play. The childminder works alongside two co-childminders. The setting has chickens. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary part of the Childcare Register.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than one may be in the early years age group. When working with both co-childminders, may care for 15 children under eight years; of these, seven may be in the early years age group, and of these, two may be under one year at any one time. The childminder offers full and part-time care all year round and before and after school care during school term times.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are met effectively as the childminder ensures they are safe and secure. Children's progress is good and they make significant gains in their learning and development. Available resources do not necessarily cover the six areas of learning. The childminder has a highly effective relationship with parents and carers to share good information and ensure each child's needs are met. The childminder demonstrates a strong commitment to ongoing systems to review and evaluate her setting and strive towards constant improvements.

What steps need to be taken to improve provision further?

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

- enhance children's learning opportunities during outside play by providing activities across all areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder is well organised in her approach to childminding and works closely with two co-minders to meet the needs of the children in their care. She effectively understands her role in safeguarding children and has a high regard for safety issues. For example, a thorough written risk assessment of the premises and when children are taken on outings ensure children remain safe. All records

pertaining to accidents and incidents are well maintained and promote the welfare of children. A detailed policy supports the childminder in her confident knowledge and understanding of child protection issues and procedures. The required suitability checks on the household members are in place. The childminder has a strong commitment to maintaining continuous improvements to benefit children. Structural improvements have been made to the setting, including extending the garden and giving children a safer and exciting space in which to play. The recommendation from the last inspection has been completed, increasing children's understanding of diversity. The childminder is effective in using self-evaluation that is influenced by her co-minders to identify their strengths and areas for improvement. For example, a thoughtful and highly effective newsletter has recently been introduced for parents to share the weekly themes and activities that the children have covered.

A key strength of the childminder is the exceptionally positive relationship with parents and carers to ensure each child's needs are well met. She regularly asks parents for their views through daily discussion and a well thought-out questionnaire. Parents report that they like the daily feed back sheet and the children look forward to their day with her. The childminder is aware of the importance of developing links with other early years settings that children attend. She promotes their care and education well through effective sharing of information. All children are included as the childminder has a good understanding of supporting children to participate in activities at their own level. She helps the children to develop an understanding of different cultures by introducing crafts and activities related to festivals, such as Chinese New year. Children play happily in the well resourced home with good amounts of space to explore and spread out as they play. Children enjoy playing freely in the garden, where they use the large play resources such as wheeled toys and the climbing frame for physical play.

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

Children are motivated and make good progress in their learning. The childminder ensures that children take part in a range of different activities which promote their interests and meet their individual needs. For example, children explore the hand puppets and name the different animals and the sounds they make. Young children learn new words and confidently repeat the names. Older children explore the different ways that the animals look, such as their shells or horns. All children join in and count the hand puppets as they are put away, which helps them to understand simple counting. The childminder is involved in children's play which supports their concentration skills. Children enjoy playing hide and seek and, with the childminder's encouragement, quietly hide until their friends find them. Children's imaginative play is developing well. For example, children share their pretend play with the childminder and use the home corner to support their imaginations. Young children express themselves in song and enjoy joining in with the childminder to sing familiar songs and repeat the actions. The childminder uses her observations of children's stages of development and interests to provide a range of interesting activities. However, activities in the garden do not fully

promote children's progress across all areas of learning.

The childminder knows the children well and uses consistent methods to manage their behaviour. For example, she offers praise and encouragement when children show responsible behaviour by fetching a tissue and helping to put the toys away. Young children experience a secure environment as a baby monitor is used by the childminder so she can always hear them when they are sleeping. Older children learn to keep safe by respecting the chickens and keeping their hands away from the wire to avoid any pecking. Children learn about good hand washing routines and know they need to carefully wash their hands and use paper towels to limit the spread of infections. The childminder recognises the importance of physical activities. Children are encouraged to take part in exercise every day, such as play in the garden or dancing indoors to songs in wet weather. Meal times are sociable occasions where children sit comfortably together. A good range of meals and snacks help children to develop good eating habits and encourage them to try new tastes.

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	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

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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