

Inspection report for early years provision

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Inspection date	18/05/2012
Inspector	Jan Leo
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 registered in 2011. She lives with her husband and two children on the edge of Thame, in Oxfordshire. Children use the ground floor of the property for play and rest and also have use of an upstairs bedroom for sleeping. There is an enclosed back garden for outdoor play. There are steps up to the front door.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for five children under eight years at any one time, of whom two may be in the early years age group. The childminder currently cares for a total of four children in the early years age group, who attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a busy and welcoming setting where, overall, children learn through play and make good progress in relation to their starting points. The childminder promotes equality and diversity well by teaching children to be considerate and meeting their individual needs. Good partnerships with parents and carers maximise children's early years experiences. The childminder successfully evaluates her service and welcomes ideas from parents and other childcare professionals to help drive and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- routinely talk about the effect of children's actions as they play to reinforce the reason for doing things

The effectiveness of leadership and management of the early years provision

The childminder has a very secure understanding of how to safeguard children from harm and the procedure to follow if concerns arise. She conducts thorough risk assessments every six months supplemented by ongoing safety checks as circumstances change. She supervises children closely at all times. As a result children play in a safe environment.

The childminder provides a homely setting with easy access to resources at low-level to inspire play. She encourages children to follow their own interests and explore their surroundings freely. For example, one noticed a small puddle on the

outside table and began spreading the water around. She asked if they were cleaning the table and offered water to the others who looked on. All joined in happily to experience the 'cleaning' for themselves before fetching their own water and mixing it with sand to see what that felt like. The childminder is skilled at making basic activities interesting and the children remain productively occupied throughout the day.

The childminder has strong links with parents and encourages regular two-way communication by allowing time at drop off and collection to talk about the children's day. Parents have access to the childminder's policies which help them to learn how her setting operates and they see essential information on display in the hall. The childminder seeks permission for various aspects of children's care to keep parents involved in decision making processes and provide a tailored service to suit each child's needs. This helps the childminder to promote equality and diversity throughout all that she does. For example, she supports children at a level to suit their needs, provides resources and activities around children's specific interests and teaches children to respect the needs of others.. All show developing concern and consideration for their peers, following the childminder's lead in respecting others. The childminder is pro-active in developing links with children's other carers. She obtains parental permission to share information and sends out a letter of introduction to the groups that the children attend. She takes positive steps to complement the activities that children experience elsewhere.

The childminder successfully evaluates her practice and identifies areas she wishes to develop further, such as her records relating to children's progress. She is eager to improve her skills. She links with other childcare providers to share ideas, attends relevant training to increase her own skills and reads reports on good practice to get ideas for development. This shows both a strong drive and capacity to maintain continuous improvement.

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

The children arrive happily and generally separate easily from their parents. They settle quickly into play, choosing what to do from a range of age-appropriate resources based around their interests. One is attracted to a metal bin. The childminder seizes the opportunity to extend this interest, turning the bin upside-down for them to use like a drum. The children beat out a rhythm and listen to the different sounds they make. One then tips the bin over their head and speaks into it, laughing with the childminder at the strange sound it makes. Some get out a drum with lights that flash as they bang it. All are eager to explore what things do and the childminder successfully shows them how things work and encourages them to try for themselves. For example, one confidently blows a recorder while another looks on. When the second child gets a turn the childminder talks to them about how to hold it and where to blow, praising their efforts and achievements to raise their self-esteem.

The children play outside on a daily basis to help develop a healthy lifestyle. They

find their shoes and don their coats with varying levels of help as needed to develop their independence. They attempt to dress and undress themselves when changing out of wet clothes and they learn of the need to wear coats to keep them warm on chilly days. The children ride on cars and steer around the garden, successfully showing control over their movements. They carefully carry water across the garden in a scoop as they develop their own games. They learn to wash their hands effectively from an early age, understand the need to drink from their own cups to prevent the spread of germs, and help make their own sandwiches for lunch to encourage healthy eating. The childminder teaches children about safe play from an early age to instil good habits for the future. As a result, the children play safely and sensibly without being fearful. They show concern for others and bond well with the childminder and their peers as a sign of their security.

The childminder observes what children do and has clear aims to work towards to narrow gaps in their development and help them make good progress. As a result children develop good skills for the future. Some bring in favourite books from home to share with their peers. All sit together, huddled close to the childminder on the floor as they turn the pages, scrutinise the pictures and name favourite characters. This develops their interest in literature. Together they compare the size of items they see, use positional language in conversation and identify colours that appear in the books. This helps them develop mathematical and creative ideas. Overall, the childminder interacts fluently to help children know what to expect and how things work. However, sometimes she does not provide clear reasons for doing things to help children make sense of their experiences.

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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