

## Inspection report for early years provision

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<b>Unique reference number</b>	403270
<b>Inspection date</b>	27/07/2009
<b>Inspector</b>	Jill Milton
<b>Type of setting</b>	Childminder

## 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.

## **Description of the childminding**

The childminder registered in 2001 and she lives with her husband and two school-aged children in Bicester, Oxfordshire. The home is within easy travelling distance of local shops, schools and parks. Most of the ground floor of the childminder's house is used for childminding and a bedroom can be used for rest times when required. There is a fully enclosed garden for outside play and the family have one dog. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years, three of whom may be in the early years age range. She currently cares for four children in the early years age range and eight older children on a part time basis. The childminder has completed a quality assurance scheme.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is outstanding. The childminder has a professional attitude to her work, shown by the way she reflects on her practice and plans for continual improvement. She maintains excellent partnerships with parents and brings in new ideas for shared working that benefit the children. The childminder possesses an extremely good understanding of how to promote inclusion and develop children's respect for others. She safeguards the welfare of the children successfully and promotes excellent support to their learning and development.

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

To further improve the high quality early years provision the registered person should consider:

- continuing her work in developing a manageable system to assess the children's progress and plan their next steps in learning

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

The childminder is very well organised and maintains accurate and systematic paperwork to reinforce her work. She reviews policies and shares procedures with parents so that all are quite clear about her views. The childminder introduces fresh ways of interacting with parents, for example with a new monthly newsletter. She values the extremely positive feedback she receives from satisfied families and she encourages feedback about her services from the children themselves. This produces some delightful examples of writing and drawing, with one child confidently telling the inspector that 'she is the best childminder ever'. The childminder is also building successful partnerships with other providers who care for the same children so that there is continuity to the children's day. The childminder maintains excellent levels of hygiene and safety in the home and

garden. She provides the children with very clean and comfortable areas for play and rest. The childminder is committed to her professional development and consistently attends training courses to widen her knowledge and skills base. She recognises the importance of child protection and includes this area in her regular updates so that she is informed and ready to attend to any safeguarding concerns. The childminder uses self-evaluation effectively to reflect on her work and plan for future improvements, not content to stay at one level but desiring to develop further.

## **The quality and standards of the early years provision**

Over the year, children enjoy a wealth of activities whilst in the childminder's care. Photographic albums reflect the fun times with plenty of dressing-up and focus on creative play. The children see their artwork on display around the play areas of the home and they take an active role in creating group pictures relating to themes. They are making strides to decorate a large ocean scene with their paper plate fish and undersea pictures. The children receive praise from the childminder when they do something well and reassurance is readily offered for those who are more uncertain of their capabilities. The children play happily alongside each other and they are cooperative with house rules, such as tidying away one game before a fresh one begins. The childminder keeps an excellent store of materials accessible to support children's imagination and there is plenty of emphasis on using the senses to explore textures. Children take part in music activities in the home and at local groups and this is just one of a number of outings that support their development. Children develop a very good awareness of their local community with trips to local parks and exciting venues to pick fresh fruit. Outdoor play forms a key part of the day with regular opportunities for children to enjoy exercise in the garden and park. Healthy snacks and continual access to fresh drinks ensure children are well nourished and comfortable.

The childminder has a comprehensive understanding of the Early Years Foundation Stage. She is confident at using the framework to plan activities and to reflect on the children's progress. A lot of thought goes into planning to ensure all areas of learning receive attention. The children contribute their ideas too, such as planning a leaver's party, reflecting the importance the childminder places on their opinions. Parents receive feedback about their children's progress through portfolios and the dated photographs provide an extensive record of what the children are achieving. The childminder is working on her systems to assess the children's development and plan their next steps. She is adept at joining in activities, as the children need her, whilst leaving them to make their own choices. For example, as children search for foam letters to spell out their names the childminder is on hand to reinforce letter sounds and offer help. Spontaneous learning takes place as the children count shapes and write numerals, again with guidance at a level they require. Children are able to develop interest in the natural world as they observe caterpillars changing into butterflies in the conservatory and the childminder backs up their interest with art activities. During the year, an excellent emphasis on the wider world introduces children to many different cultures and celebrations with foods to sample and colourful activities. This helps to widen their knowledge and develop respect for others.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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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