

Inspection report for early years provision

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Inspection date	17/12/2009
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 was registered in 2004. She lives with her husband and two children aged five and eight in Bicester. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The main areas used for play are the play room, office, kitchen, sitting room and conservatory. There is an enclosed rear garden with grass, patio and decking areas for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding five children under five during the day and one child over five before and after school. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder drives to local schools to take and collect children and attends a local toddler 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 outstanding.

The childminder meets the learning and welfare needs of all children as she works with an excellent understanding of their individual characteristics and needs. Children thrive in a well organised child-friendly setting where they experience high levels of independence and choice. The childminder uses effective partnerships with parents to support the progress that children make. Effective processes of self-evaluation that draw information from a variety of sources enable the childminder to fully understand her strengths and what she wants to improve. This ensures that outcomes for children are enhanced and her provision improves.

What steps need to be taken to improve provision further?

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

- continue to develop assessment arrangements to ensure that individual children's progress towards early learning goals is fully tracked.

The effectiveness of leadership and management of the early years provision

The childminder provides all parents with concise and well written policies and procedures. This ensures the safe and efficient management of the provision which meets the needs of all children and parents. Children are safeguarded very well as the childminder consistently implements effective practice. As a result, all adults are vetted for suitability, supervision is exemplary and all procedures protect children's interests. Children play in a very well managed environment where they

are allowed to take risks and be responsible for themselves. Their safety is enhanced as the childminder plans all activities carefully and risk assesses all aspects of the setting. As a result, children enjoy both indoor and outdoor play as they explore and decide what they want to do. This allows children to build important skills such as self-reliance and their confidence. Children's good health and well-being is promoted by the childminder at all times as her daily routines are hygienic and any accidents or illnesses are managed well.

The childminder reflects on her work with children and uses her experience and knowledge to make improvements and prioritise future initiatives. She observes children carefully and uses formal feedback from parents to evaluate what she needs to change or improve. There have been improvements since the last inspection and good use made of target setting. The childminder updates her skills through regular training and development. In addition, she benefits greatly from quality assurance schemes that are operated by the local authority. This ensures that her provision is of a very high standard but is still committed to ongoing improvement. The childminder also acts as a mentor to recently registered childminders. The childminder's understanding of partnerships supports the learning and development of children, for example, with other providers or childcare professionals.

Children play and learn in accommodation of exceptional quality. It is spacious, inviting and supports children's all round development. The childminder skilfully supports child-led activities as she is close by to offer help, support and guidance. These spontaneous opportunities enhance both children's learning and their enjoyment of play. The provision is inclusive as all children are treated as individuals that bring their own skills and background to the setting. Children are able to access resources and activities that enable them to understand about their diverse world in an age appropriate way.

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

Children make good progress as they access a broad range of learning opportunities. The childminder establishes children's starting points accurately and uses unobtrusive observations to gain an overview of their progress. The childminder uses a range of highly informative written documents to record children's progress. These are enhanced with photographs and examples of children's achievements and are shared with parents. The childminder uses assessment information to carefully plan future activities for children which are firmly based on their needs and interests. Children are very proud of their development records and enjoy looking at them as they recall activities that they have undertaken in the past. The childminder's diligent approach to planning ensures that children face challenge and are motivated to learn and make progress. Children relish the opportunity to make choices and decide to experiment with shapes when mark making, use musical keyboards or learn how to complete jigsaws. As children play the childminder offers help and support and extends children's knowledge and understanding through conversations and questioning. Children respond well to this type of support and when playing with jigsaws they

master key skills which they then apply to more complex puzzles. Children's language development is very good as they share books and find out about letter sounds and early writing skills. In addition, children learn about numbers and mathematical ideas as they play and confront practical situations. Children's creative and physical development is enhanced through a range of highly appropriate activities. The childminder has an excellent understanding of the Early Years Foundation Stage and how young children learn through play and first hand experience. This ensures that the childminder's practice is of a very high standard however children's progress towards early learning goals is not always tracked with sufficient focus.

Children's welfare is promoted very well by the childminder. Children learn about their own safety and that of others through the activities and experiences that they have. They are safeguarded at all times and show cooperative behaviour as they mix with other children both in the childminder's home and in local play centres. The childminder adopts an effective and consistent approach to behaviour management which children respond well to. The childminder allows children to have an understanding of the varying needs of other children, for example, that older children may have different strengths to younger ones. Children apply themselves to play for long periods of time and understand that different activities require different responses, for example, when having a snack or when playing with musical instruments.

Outcomes for children are promoted by the childminder. Children enjoy their play as they interact with the childminder, express their ideas, make choices and play imaginatively. They freely explore their play space and show a great enthusiasm for what they do. Children feel very safe and have a very trusting relationship with the childminder. This provides a good basis for their development and impacts on their self-esteem. Children have a very good understanding of healthy lifestyles and choices and talk about healthy foods at snack time. Children respond very well to the high expectations that the childminder has of them and embrace challenges readily. Children acquire skills and abilities which are appropriate to the age and their progress ensures that they are prepared well for future learning needs.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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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