

Inspection report for early years provision

Unique reference number	EY225105
Inspection date	04/02/2010
Inspector	Melissa Cox
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 2002. She lives with her partner and three school aged children in Harwell near Didcot in Oxfordshire. The whole ground floor of the childminder's house is used for childminding with the first floor only being used for bathroom and rest facilities.

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 five children under eight years; of these two can be in the early years age group. Currently, the childminder is minding nine children on a part time basis, of whom three are in the early years age group. She is also registered for overnight care for two children aged under eight years. The childminder is a member of the TRIO approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are made to feel extremely welcome by a highly dedicated and inspirational childminder; consequently, children are extremely motivated learners and make excellent progress within the Early Years Foundation Stage (EYFS). The childminder is highly efficient in her approach to ensure children's safety and welfare receive the utmost priority. The childminder implements an exciting range of activities and opportunities that help children to make rapid progress in all areas of learning. The childminder is pro-active in making improvements through continuous self-evaluation and this contributes to her service being current and appropriate for the children and families that use it.

What steps need to be taken to improve provision further?

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

- utilising parents' and carers' views in the setting to improve outcomes further.

The effectiveness of leadership and management of the early years provision

The childminder is inspirational and enthusiastic and shows tremendous passion and vision for the future development of her childminding setting. She has a thorough understanding of her responsibility in safeguarding children. Safeguarding procedures are effective in ensuring that children are protected from the risk of harm and that they enjoy a safe and supportive environment. The childminder has a thorough understanding of the signs of possible abuse and neglect and has kept her knowledge up-to-date through regular top-up training.

Good procedures are in place for identifying and tackling any concerns. Effective strategies, such as safety checks and risk assessments, are used well to ensure children are kept safe at all times and good quality written policies and record keeping help parents to understand the childminder's role and responsibilities.

The childminder provides an inviting and child orientated environment and uses the local community to extend children's learning and development further. The childminder promotes equality and diversity in a very naturalistic way, which is meaningful to children. Toys and books promote different skin colour, culture and disability in a positive way with resources readily available for children to choose for example, small world Eskimo village to support children's understanding of the wider world. The children freely choose what to do from an early age and willingly help clear away to take some responsibility for keeping the house tidy and maximising play space. Interaction is excellent and the childminder spends her time focussed on children's enjoyment and achievement. The childminder is motivated and enthusiastic and has recognised areas for further improvements and taken positive action to address these. Her strong commitment to ongoing self-evaluation, training and listening to parental feedback ensures she is constantly improving the outcomes for children. She has identified areas for example partnerships with parents, and plans to use questionnaires in order to improve her service further.

The childminder works hard to make parents and carers feel welcome and to involve them as partners in their child's learning and development. Parents are fully involved at each stage of recording the children's development and they have regular individual meetings with the childminder to discuss children's progress. Parents express their satisfaction with the care their children receive through discussion, written references and cards. Photo albums include photographs of the children busy with their daily learning activities, and daily diaries record the care offered to the children. Children's artwork is displayed and development records are shared regularly. The childminder effectively maintains her records and policies and procedures are in place to ensure the safety and wellbeing of all children. Confidentiality is maintained and documents are kept secure and are well organised. Systems are in place to share information with other EYFS providers.

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

Children are well provided with experiences and support which help them to develop a positive sense of themselves and of others. They show respect for one another as their social skills develop, enhancing their positive disposition to learning. The childminder offers effective support for children's emotional well-being to help them to know themselves. Positive relationships are nurtured and the children are very settled and happy in the childminder's care. This is reflected in their behaviour, which is managed in a caring and sensitive way, ensuring children's concerns and needs are fully supported. The welfare of the children is promoted extremely well in all major aspects. It is significantly enhanced by the highly effective policies, procedures and the practice followed by the childminder. The childminder uses thorough risk assessments to monitor safety extremely

effectively on and off the premises. She has attended numerous training courses all of which improve the outcomes for all children in her care. Children's nutritional needs are well catered for throughout the day, with healthy drinks and snacks provided at regular intervals. Children learn about making healthy choices and gain good social skills when eating together with the childminder as they talk about the food they are eating. Daily access to outdoors and fresh air fully promotes the children's health and well-being. Children have access to a range of equipment, both large and small, to support and extend their physical skills very well. Children's knowledge about personal safety is encouraged by gentle reminders to pick up the toys so they do not trip, road safety activities and regular fire drill practices.

The excellent range of balanced and varied activities that are planned and available to children fully promotes their all-round learning and enjoyment to a high degree. Children are progressing very well towards the early learning goals. The childminder has excellent knowledge of the Early Years Foundation Stage learning and development requirements which means she is confident in helping children learn effectively both indoors and outdoors. High quality planning and organisation ensures that every child enjoys and is suitably challenged by the learning experiences provided. Planning is based on very thorough and accurate observations and incorporates opportunities for parents to be involved in children's learning. The childminder clearly identifies the next steps in children's development and has excellent systems to record and share this information. The environment plays a key role in supporting and extending children's development and is highly effective in its purpose. Children's thinking and language skills are extended very well through effective discussions with the childminder. These include her asking a wide range of open-ended questions. Children take part in regular nature walks where they can observe the changes in the seasons and see nature and wildlife firsthand. The childminder skilfully supports young children through their play, introducing appropriate learning opportunities that encourage letter, number, shape and colour recognition in a fun and enjoyable way. Children use a wide variety of resources for expressing their understanding, including mark making, creative, modelling, books, story telling and music. Children can fix and make things, which supports their problem-solving skills well and enjoy many construction activities. Learning resources abound as the childminder expertly introduces activities that help to teach children early numeracy and literacy skills.

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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