

Inspection report for early years provision

Unique reference number	EY249147
Inspection date	04/03/2011
Inspector	Tom Radcliffe
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2002. She lives with her husband and two children in Crowell, Nr Chinnor, Oxfordshire. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six 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 six children under five during the day at various times. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder attends local toddler groups and a childminders support group and 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 highly effective childminder works with an excellent understanding of children's individuality which ensures that she meets their learning and welfare needs exceptionally well. Children thrive in the child-centred setting as they are expected to make choices and be independent. They take part in interesting and stimulating play and learning opportunities. The childminder has very effective partnerships with parents and others to support the good progress that children make. Processes of self-evaluation enable the childminder to maintain very high standards. She has a good understanding of what she does well and what she wants to develop which allows outcomes for children to be enhanced.

What steps need to be taken to improve provision further?

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

- ensure that assessment information is used to track children's actual progress towards early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder makes concise and informative written policies and procedures available to all parents. This ensures that the provision is managed safely and efficiently and is arranged to meet the needs of children and parents. The childminder has an excellent understanding of effective working practices to ensure that children are properly safeguarded. As a result all adults are vetted for

suitability, supervision is attentive and all procedures protect children's interests. Children's safety is promoted as the childminder employs effective risk assessments to reduce potential hazards. This allows children to play freely indoors, outdoors and on outings within the locality. This has a very positive impact on children's confidence and learning. Children's good health and well-being is promoted by the childminder as she uses hygienic daily routines and manages any minor injuries or illness well.

The childminder is highly reflective about all aspects of her work with children. She seeks feedback from parents and children constantly as she makes decisions about any changes that she wants to make. Children are always central to such changes as the childminder puts their interests first. There have been ongoing developments since the last inspection, for example, in the way that the childminder delivers the Early Years Foundation Stage (EYFS). In addition the childminder takes regular opportunities to update her skills through training. There are very positive partnerships in place which support the ongoing learning and development of children very well. Parents value the work of the childminder and the impact that she has on their children.

Children play in spacious accommodation which is very well organised to meet children's learning and play needs. The childminder carefully makes age appropriate resources available to support children's all round learning and development. She supports child-led activities for most of the time in a very constructive way. As children decide what they want to do the childminder makes suggestions, offers advice and helps them understand about words and why things happen as they do. This enhances children's learning, understanding and enjoyment as they play. The provision is inclusive as the childminder treats all children as individuals with their own background, starting points and interests. Children are also able to use resources that help them appreciate their diverse world in an age appropriate way.

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

Children's progress is good as they access a range of appropriate learning opportunities. The childminder understands children starting points very well and she uses regular and careful observations to gain an overview of their progress. Observations on children are recorded so that the childminder is able to link progress made to learning intentions. In addition she has compiled very useful photographic records of a huge range of children's activities so that she fully understands what children learn as they play. The childminder shares detailed development information with parents and uses it to design the learning environment for children. Her flexible planning revolves around what children want to do and she uses the EYFS to ensure that children's progress is what she expects considering their starting points and capabilities. This ensures that children face interesting activities with sufficient challenge to support their development well. The childminder has an excellent understanding of the EYFS and of how young children learn through play and first hand experience. At the present time the

childminder does not use the considerable amount that she knows about children's progress to track actual progress towards early learning goals.

As children direct their own play they decide to use musical toys, build towers with blocks and experiment with shape sorting equipment. As children play they respond well to the childminder as she explains things to them and introduces them to new ideas and words. When using role play resources the children made food for the childminder and had conversations with a toy telephone. The childminder shows great skill and patience as she encourages even the youngest children to make decisions about their play. She supports their language development through questioning and uses simple numbers in a practical way. Children enjoy using a large range of outdoor play equipment and access additional play experiences when they visit drop-in facilities locally.

Children's welfare is promoted very well by the childminder. Children are able to have an age appropriate understanding of their own safety and that of others. They are safeguarded well and their behaviour is managed in a very effective way. When playing with others children have the ability to share and mix well. The childminder allows children to have an understanding of the varying needs of other children, for example, that children of different ages will have different strengths and competencies. This is emphasised when children of varying ages play together. Even young children are able to apply themselves to activities for appropriate periods of time and learn that different activities require different responses, for example, when playing outside and when playing indoors.

Outcomes for children are consistently promoted by the childminder. Children flourish as they play, settle quickly and enjoy the freedom they have to make decisions. They explore all spaces freely and show an enthusiasm for the activities they select. Children feel very safe with the childminder and benefit from a very close and trusting relationship with her. Children regularly return to the childminder for reassurance and readily include her in their play experiences. Children are developing a good understanding of healthy life styles and choices as they are very active and talk about hygiene and healthy eating. All children respond very well to the expectations that the childminder has of them. Children acquire skills and abilities which are appropriate to their age and their progress ensures that most children 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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----