

## Inspection report for early years provision

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<b>Unique reference number</b>	EY264130
<b>Inspection date</b>	21/03/2011
<b>Inspector</b>	Tom Radcliffe
<b>Type of setting</b>	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 2003. She lives with her husband and two children in Bicester. 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 6 children under eight years at any one time of whom no more than four may be in the early years age group. She is currently minding three children under five all day and five children over five before and after school. The childminder also provides care for two children over eight years of age before and after school. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She walks to local schools to take and collect children and attends local toddler group and childminders support groups.

The childminder 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 works with a profound understanding of the individuality of each child which allows their learning and welfare needs to be given very good attention. Children thrive in a well organised child-friendly setting where their opinions are valued and where they can be highly independent and confident decision makers. The childminder works with a very good understanding of the value of a range of effective partnerships to support the progress that all children make. In addition the childminder has an outstanding capacity to maintain both high standards and improve what she does as she is completely committed to offering each child the best play and learning opportunities that she can.

## **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 build on the progress made so far to ensure that children value diversity and develop an ability to make a positive contribution to society.

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

The childminder has developed an excellent range of written information which she makes available to parents. This allows them to understand the way that the childminder works and arranges her provision. As a result the provision is managed

safely and efficiently and is dedicated to providing an excellent play environment for all children. The childminder has a very good understanding of effective practice. All children are very well safeguarded, for example, as adults are vetted for suitability, supervision is attentive and all procedures protect the interests of children. Children are very skilfully supervised and play in a safe and secure environment which is thoroughly risk assessed to minimise potential hazards. This promotes children's play and exploration indoors, outdoors and when on regular outings into the locality. This has a very positive impact on children's learning, confidence and willingness to make decisions. Children's good health and well-being is promoted very well by the childminder as her daily routines are very hygienic and she manages accidents and illness well.

The childminder is a very reflective practitioner who actively seeks feedback in order to inform her about what she does well and what she may want to improve. She constantly monitors children to evaluate the quality of their play experiences and is very flexible when modifying her practice in the interests of children. There have been significant improvements since the last inspection when her practice was judged to be already good. The childminder updates her skills and professional competence regularly as she attends training opportunities and shares expertise with other childminders. There are very effective partnerships in place with parents and in a wider context. This greatly enhances children's individual ongoing learning and development. It also ensures that children who may require additional support are identified and properly helped to make progress and reach their potential.

Children play in high quality, spacious and attractive accommodation. They find this to be interesting and stimulating and a very good level of resourcing ensures that their all round development is supported very well. The childminder facilitates child-led play well but always remains on hand to offer advice, join in with the play activity and to deepen children's understanding of what they are doing. This enhances children's interest and enjoyment in play as well as allowing them to learn and make progress. The provision is highly inclusive as all children are treated as individuals who are able to build on what they can already do. Children access a range of interesting play opportunities which give them an age appropriate understanding of their diverse world and community. The childminder has developed her practice in this area very effectively and intends to continue to further enhance outcomes for children.

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

Children make good progress as they access a range of stimulating learning and play opportunities. The childminder has an excellent understanding of children's starting points and she uses sensitive observations to gain an accurate understanding of the progress that they make. The childminder uses portfolios of achievement to collate and fully understand each child's learning journey. This effective use of assessment information allows children's ongoing learning to be fully supported as they progress towards early goals. It also helps to ensure that

they encounter interesting opportunities to play that offer challenge and the chance to use existing skills. Written development information is shared with parents who greatly value the quality of the information that they are able to see. The childminder has an excellent understanding of the Early Years Foundation Stage (EYFS) and of how young children learn through play and first hand experiences. This shows an improvement in her work with children and ensures that all children are likely to make good progress. The childminder's use of planning, assessment and observations are particularly noteworthy.

Through self directed play children decide to use cars on tracks, play with shapes on magnetic wall boards or make sounds with musical keyboards. As they play they respond very well to the childminder who intervenes to make suggestions or joins in with their play to give it impetus and direction. When using role play equipment children made toast for the childminder who prompted a discussion about how long it takes to cook food in the play oven. They use construction sets to build towers together and specially prepared Sealife resources to have numerous conversations about the sea, animals and books that interest them. This approach allows the childminder to develop children's spoken language as she asks questions and encourages children to talk about their ideas and feelings. Children also show a good understanding of written language, are able to access appropriate ICT resources and take part in a range of play to enhance the development of their imaginations and creativity.

Children's welfare is promoted outstandingly by the childminder. Children experience guidance which allows them to understand about their own safety and that of others. They are very well safeguarded and they play in a well managed social environment. Children are able to manage their own behaviour as they arrange their own play experiences. Children readily share, take turns and involve each other in their play. Children are able to understand the varying needs of others, for example, that children of different ages will have a range of different skills and abilities. Children apply themselves to their play for long periods of time and understand that different activities require different responses, for example, when playing outside or when using messy play resources indoors.

Outcomes are consistently promoted by the childminder in an outstanding way. Children are very happy as they make choices, use their imaginations and immerse themselves into the supportive and stimulating environment that the childminder constructs for them. They explore freely and show an enthusiasm for all that they do. They have a very trusting relationship with the childminder which forms a good basis for learning and their security. Children show a very good understanding of healthy life choices and respond well to challenge and the expectations that the childminder has of them. Children acquire skills and abilities which are age appropriate and which ensure that most children are well prepared 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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