

Inspection report for early years provision

Unique reference number	EY252702
Inspection date	15/06/2011
Inspector	Angela Cole
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 partner and sons aged four and nine years in a two-bedroom, terraced house in a village near Thame in Oxfordshire. The whole house is registered for childminding and children play on the ground floor that includes a playroom and in the enclosed, rear garden. They use upstairs bathroom facilities. The family has a rabbit, a hamster, fish and a dog as pets and keep chickens in the garden.

The childminder is on the Early Years Register and also makes provision for children older than the early years age group, as she is registered on the voluntary and compulsory parts of the Childcare Register. She offers childcare on Monday to Thursday before, during and after school and in school holidays. She is registered to care for five children at any one time, including three in the early years age group. There are currently four children on roll aged from nine months to three years on a part-time basis. The childminder also cares for children older than the early years age group.

The house is within easy walking distance of a park, a library bus and a play bus. The childminder takes and collects children to and from a pre-school and a primary school. The childminder holds the National Nursery Examination Board qualification. She is a member of the National Childminding Association and of a local childminder support group. The childminder is an accredited member of an approved childminding network and is an Enabling Network Childminder to support families with children with special educational needs and/or disabilities. She is currently in receipt of funding for early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is highly enthusiastic and has embraced all aspects of the Early Years Foundation Stage framework. She is exceptionally well organised and, overall, implements detailed policies and procedures that safeguard children's welfare effectively. The childminder nurtures each child so that they are fully included, feel safe and thrive in her care. Her practice successfully ensures highly positive outcomes for the children. Overall, partnerships with parents and carers are highly developed to further support children's welfare and learning. The childminder has an ambitious vision for her provision and continuously evaluates her practice to maintain high quality care.

What steps need to be taken to improve provision further?

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

- encouraging all parents to add to their children's progress records.
- including in the policy for equal opportunities information about how the Special Educational Needs Code of Practice is put into practice as is appropriate.

The effectiveness of leadership and management of the early years provision

The children are highly safeguarded, because of the childminder's excellent knowledge and understanding with regard to child protection procedures. A thorough and effective written child protection statement is well shared with the parents and carers. The childminder's in-depth understanding of her responsibilities ensures that any concerns noted would be swiftly dealt with and precise records maintained for the benefit of the children's well-being. Both adults in the household are vetted and the childminder has excellent systems for emergency cover. Children benefit from close supervision during play in and out of doors. There are robust procedures in place for families to follow when children are collected.

Dynamic plans include equality and diversity. As a result, children are making outstanding progress in their understanding that, although everyone is different, all are just as important. The individual needs of children are given significant consideration when planning a suitable and extensive range of activities. The excellent deployment of high quality resources encourages children to self select and combine toys of their choice, as these are stored within their easy reach. Safe and stimulating play encourages consistent, excellent progress in the children's learning and development. The childminder is highly aware of the requirements of the Special Needs Code of Practice though these are not recorded within her policies to share with parents of any child with such needs.

The partnership between the childminder and the parents and carers is exceptional, with both parties liaising closely to ensure the children receive the care and education they require. Families report of their immense satisfaction with regard to the information they receive about the children's progress and appreciate the efforts made to share the children's records of achievement to which parents contribute verbally. The childminder is proactive in working substantially with other providers that deliver the Early Years Foundation Stage, so there is continuity of care that has a considerable benefit for all children.

The childminder is well qualified and continues to attend a wide variety of training courses, so she retains and further increases her high level of knowledge with regard to early years. She is dedicated and committed to maintaining continuous improvement. She employs highly successful methods of self-evaluation and eagerly seeks the views of parents, children and other early years professionals. These help her to fully identify the provision's strengths and to accurately target additional plans for the future.

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

Children make outstanding progress in their learning and development. This is because the childminder takes care to identify individual needs and interests and use these most effectively to encourage activities that interest, stimulate and equip children with skills for the future. A very strong interest in the children ensures that the childminder knows them and their families well. This, along with a very detailed programme of observation, means that children's progress is carefully monitored and their achievements consistently acknowledged and skilfully supported. Progress is excellent in all areas of learning, and particularly high in knowledge and understanding of the world. This is because excellent use is made of outdoor space and the local facilities, including a challenging physical play area. Children highly benefit from continuous opportunities to explore the natural world, seeing at first hand how birds and animals live, caring for them and learning where their food comes from.

The children feel very safe and secure in the childminder's care because of the excellent relationships formed. They develop a high level of understanding of how to keep themselves safe as they listen to clear explanations from the childminder. They experience small risks in controlled circumstances, for example, as they negotiate walk through woodlands and gather materials to build structures, including dens and water channels. Together, they establish how the risks in a situation can be minimised and frequently discuss emergency situations. Children readily adopt healthy lifestyles, choosing to spend time out of doors in the fresh air all year round, and making healthy food choices at meal times.

Children enjoy strong links with the local community, visiting children's amenities and using their shopping lists to purchase cooking ingredients. They develop a very good understanding of, and respect for, the lifestyles of others as they make use of a wealth of resources and activities that promote diversity. They demonstrate very caring attitudes as older children frequently support younger ones, making sure they have toys within reach, giving help when needed and including them in their imaginative play. The high expectations of the childminder and the clear boundaries set mean that children behave very well and use good manners spontaneously. They are confident, inquisitive and enthusiastic because the provision effectively meets their needs and provides high levels of interest and enjoyment.

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	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

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