

Inspection report for early years provision

Unique reference number	133929
Inspection date	18/10/2011
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 1992 and lives in Bicester, 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 can also provide overnight care for one child under the age of eight years. She is currently minding three children under five all day and two children 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. She walks to local schools to take and collect children. The childminder attends local carer and childminders support groups and is a member of an approved childminding network. There is a pet dog and two rabbits in the home.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The exceptional childminder has a highly effective setting in place. Children are fully understood as individuals and outcomes for them are consistently exemplary. Children thrive in the setting as they show high levels of confidence, make choices and demonstrate their independence. Highly effective partnerships between providers, parents and other agencies ensure individual children's needs are met and their protection assured. The childminder has an outstanding capacity for sustained improvement.

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 children's use of everyday technology together with information and communication technology to support their learning.

The effectiveness of leadership and management of the early years provision

The childminder uses highly informative and concise written policies and procedures which parents are able to access. This ensures that the nurturing and child-centred setting is managed safely and very efficiently. The childminder has an excellent understanding of effective working practices. She implements carefully designed procedures consistently well. As a result children are safeguarded and thrive in an exceptionally safe environment as the childminder fully understands

how to protect them from harm. The childminder supervises all children with enthusiasm and great care. Their safety is further guaranteed as all aspects of the provision are fully risk assessed to minimise potential hazards. Children gain high quality play experiences indoors, outdoors and when on regular outings into the locality. This plays a significant part in children's confidence and learning. In addition the childminder's meticulous attention to detail means that children's good health and well-being is promoted at all times.

The childminder is extremely conscientious and highly reflective. She draws information from a range of sources to give her an accurate understanding of her many strengths. She seriously addresses any relative weaknesses that emerge from her self-evaluation. There have been many improvements since the last inspection. The childminder uses quality assurance schemes to hone her skills in target setting and establishing priorities. She also attends a large range of training to update her skills and advance her professional competence. The childminder demonstrates an unlimited ability to act in children's interests as she modifies what she does. There are highly productive partnerships in place with parents, other providers and, where required, other agencies. These greatly support children's ongoing learning and development.

Children use accommodation which inspires them to learn and play. The childminder has an outstanding array of resources which supports their learning exceptionally well. Child-led play and children's interests dominate play activities. The childminder makes skilful interventions to offer guidance and deepen children's understanding. She encourages children to think about their play and what they could do next. This greatly enhances children's enjoyment and understanding. The provision is highly inclusive as the childminder removes any potential barriers to children's learning. She passionately believes in all children reaching their potential. In addition children take part in enriching play experiences which give them an insight into their diverse world.

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

Children make excellent progress as they take part in thought provoking play activities. The childminder has highly efficient systems in place to understand children's starting points, interests and learning styles. A range of well developed observation and assessment techniques give the childminder an accurate understanding of children's progress. Assessment information is used extremely well to track progress and plan individual learning journeys. Parents are able to access high quality information about the progress of their children. Children regularly face play opportunities which interest them and which offers them challenge and stimulation. The childminder has an outstanding understanding of all aspects of the Early Years Foundation Stage. She also fully understands the significance in play as children learn from first hand experiences.

Children relish the opportunity to make choices and decide to investigate a collection of natural objects, use role play equipment and make music with a

working microphone. Their language development is given very good attention as the childminder involves them in conversations and encourages them to express themselves. Children are very creative and readily use their imaginations. When using modelling clay to make human figures children create complicated scenarios as their characters visit the doctors or go shopping. They also encounter mathematical ideas when modelling and these practical experiences enable them to understand about shapes and relative sizes. The childminder is beginning to raise the profile of technology in children's learning this is a timely initiative. Children enjoy drawing and describe what they draw with great skill and perception. As children play they become immersed in their world of fantasy and learning. The childminder is welcomed into this world by children and is able to make a telling contribution to their development.

Children's welfare is promoted in an outstanding way by the childminder. Children have a profound understanding of their own safety and that of others. They are safeguarded extremely well and show the highest standards of cooperative behaviour. When with others children can manage their own behaviour, share and include each other. Children also have an excellent understanding of themselves and the fact that they may differ from others. The childminder facilitates this as minded children mix with other children, for example, when they visit local children's centres. Children also show the ability to concentrate and build on skills that they already have acquired. In addition children understand that play can take part in a range of contexts and each one requires an appropriate response from them.

Outcomes for children are outstanding. Children's lives are enriched as they play, take part in conversations and use their imaginations. They freely explore and show a great enthusiasm for the activities that they decide to take part in. Children have a close and trusting bond with the childminder. This makes children feel very confident and safe and impacts on their progress and self-esteem. Children are very knowledgeable about things that make them healthy and talk with authority about such matters. Children prosper when they face challenge and are expected to make decisions for themselves. Children acquire skills and abilities which usually exceed age expectations this ensures that they are very 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

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
--	---

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
--	-----