

Inspection report for early years provision

Unique reference number	134263
Inspection date	17/10/2011
Inspector	Jan Moutter

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 1991.

She lives with her husband and two teenage children in Thame, Oxfordshire. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The childminder walks to local schools to take and collect children. She attends the local toddler group and takes children to the local park.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years, of whom three may be in the early years age range. She is currently caring for five children in the early years age range and cares for eight children in total all on a part-time basis. The childminder is an accredited childminder and a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children have their individual needs highly effectively met by the exceptionally well skilled and experienced childminder who knows them extremely well. Children's welfare is fully promoted and they make excellent progress in their learning and development. Children's welfare and learning is successfully achieved through the excellent engagement with parents. Most aspects of the partnerships with other providers are exemplary. The childminder regularly reflects on her provision and is enthusiastic in implementing new ideas into her practice. This demonstrates her full commitment to continually improving outcomes for children.

What steps need to be taken to improve provision further?

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

- exploring further ways to build stronger links with other professionals and providers delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care.

The effectiveness of leadership and management of the early years provision

Children's welfare and safety are fully promoted by a childminder who has a comprehensive knowledge and understanding of child protection issues and the procedures to follow in the event of concerns. Robust risk assessments for indoors, outdoors and outings are carried out, as well as very thorough daily checks on the

premises and garden. These ensure all household members are aware of the need to identify and remove potential hazards to the children, enabling the children to move around the home freely and play in safety. The childminder has a carefully considered fire evacuation procedure in place and copies of this are located at every fire exit in order that it can be easily collected in the event of an emergency. The childminder has also ensured all adults living in the household have undergone vetting checks and protects children from those who are not vetted.

Children play in a very well-organised and child-friendly environment. They have use of an impressive range of interesting and stimulating toys and equipment that are stored at low level. This helps children develop confidence in initiating their own play. Displays of the children's artwork and photographs of them engaged in activities are around to welcome the children into the provision. The childminder has an in-depth knowledge of the children in her care and all children are valued and fully included, which helps them develop high levels of self-esteem. They have access to a good variety of resources that are used to promote positive images of diversity in their daily play, helping them develop respect for others.

Children benefit from the extremely strong relationship the childminder has with parents. Detailed information is shared daily regarding children's routines and this ensures they are cared for in line with parents' wishes. The childminder exchanges information with parents regarding children's learning and development, and children's achievements outside of the provision are shared verbally. This ensures a collaborative approach to promoting children's next steps in their learning. She offers children activities linked to those they participate in at home with their parents, offering a complementary approach to their development. This aids consistency for supporting children's learning and development. Parents state that they are extremely happy with the care their children receive. The childminder has established strong relationships with many other early years providers. Although she does try to share progress to ensure continuity of learning and care, some provisions do not fully share in this process.

The childminder uses self-evaluation highly successfully to reflect on her practice, identifying the strengths in her provision and priorities for development. She has high expectations of herself and works towards ambitious targets for improvement. She embraces training opportunities and has booked on training to improve her knowledge of the different forms of communication to aid younger children's development. She also has plans to develop opportunities for growing even more fruit and vegetables in the garden. The childminder has made excellent progress since the last inspection. She has addressed all recommendations made at the last inspection and demonstrates a high commitment to making ongoing improvements to outcomes for children.

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

Children are seen to be very happy, extremely confident and at ease in the childminder's care. They actively engage in their play and are keen to join in

planned activities and initiate their own play. Children talk excitedly about their favourite activities, including digging in the garden, watering the plants and feeding the birds. They enjoy painting, sticking and creating their own artwork. Children use their imagination well as they engage in role play, 'feeding the babies, cooking food and going shopping'. They develop a love of books as they use the story sacks to bring to life the words. They burst into song and sit together while the childminder uses brightly coloured finger puppets to tell the story. For example, about a story about three little ducks, sparks the children's knowledge and thinking as they ask, 'What about the frogs'. They all then sing about speckled frogs, counting as they go. Babies and toddlers sit to listen to the story also engrossed. In the event that any of the children lose interest they are free to continue their exploration of the baskets of toys. The childminder supports the children extremely well during their play as she skilfully introduces new words and encourages them to solve simple problems. For example, she talks about how old they are and how old they will be next birthday and encourages them to think about family, friends and pets. One child is keen to pretend to do more shopping and suggests to the childminder that a purse to keep the money safe would be good. The childminder explains how they may find the purses for their money at the bottom of the dressing up basket. When the child finds a real coin in one of the purses, the child is quick to say 'We must not put these in our mouth'. The childminder praises the child for remembering how to keep themselves safe and also explains that she provides paper money or credit cards so that baby can join in without fear of real coins being sucked. Children have frequent outings, including to toddler groups, parks and the local garden centre. Here they socialise with other children and become familiar with their local community. All of these experiences help them develop excellent skills for the future.

Children engage in an exciting range of adult-led and child-initiated activities, indoors and outdoors, that help them make excellent progress towards the early learning goals. They use the garden in all weather and this offers them learning experiences on a larger scale in all six areas of learning. The childminder has a extremely good knowledge of the individual children in her care, their abilities and their interests. She records their achievements and successfully assesses their progress in each of the six areas of learning, identifies the next steps for their learning and implements plans so that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

Children demonstrate an excellent relationship with the childminder. They readily approach her to request toys and activities and to engage in conversations, which the childminder quickly responds to. They demonstrate that they feel very safe and secure in the setting and have high levels of self-esteem through their confidence in interacting with the childminder and their peers. They know the rules they need to adhere to in order to keep themselves safe and have opportunities to learn about people in the community who help them, including local police officers. Children show exceptional understanding of the importance of personal hygiene routines, independently wiping their faces after eating and washing their hands after using the toilet. They embrace outdoor play opportunities enjoying fresh air and exercise, learning the importance of this as part of a healthy lifestyle. They jump up and down excitedly when getting ready to go out to collect other children

from school. They move freely around the whole of the downstairs of the setting. Those who need a sleep receive sensitive care; routines from home are followed, and on awaking, they are gently carried downstairs in the childminder's arms to be met with warm greetings from the other children. The children sit to eat at the table together and enjoy eating a range of nutritious snacks. The childminder is an excellent role model to the children and is calm and consistent in her manner with regard to her behaviour management techniques. Children play together cooperatively, they share and take turns and their behaviour is exemplary.

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	2
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	2
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	2
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