

Inspection report for early years provision

Unique reference number	134829
Inspection date	18/11/2011
Inspector	Melissa Cox
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 2000. She lives with her family, including two school aged children, in Didcot, Oxfordshire. The whole 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 on the Early Years Register to care for a maximum of six children under eight years at any one time, of which no more than three may be in the early years age group. When working with an assistant, she may care for no more than 12 children under 8 years; of these, not more than 6 may be in the early years age group, and of these, not more than 2 may be under 1 year at any one time.

The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently thirteen children on roll, six of whom are in the early years range and who attend a variety of sessions. The family has one dog and a tortoise. The childminder is a member of both the TRIO and Enable childminding networks.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this exciting and stimulating setting. Children are valued as unique individuals and a strong inclusive ethos threads through all aspects of the care provided. The children's care, learning and welfare are significantly enhanced by the highly ambitious way the setting is led and managed. Effective partnership with parents, professionals and other early years facilities provide consistency for the children. Excellent systems are in place to monitor and evaluate the provision and this demonstrates a true commitment to continuous improvement and development, which has a positive impact on children's well-being, care and safety.

What steps need to be taken to improve provision further?

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

- linking children's next steps more closely with future planned activities.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are excellent. The childminder is fully aware of the steps to be taken to safeguard children at all levels, and attends regular training to keep her knowledge up-to-date. She is very clear about her role and responsibilities, including working with other agencies to safeguard children. There are rigorous systems in place to ensure children are safe at all times, whether on the premises, in the garden or on outings. This includes teaching the children to play safely and be aware of possible hazards while allowing them to manage their own risk. Robust welfare policies and procedures link to rigorous systems of monitoring, evaluation and record keeping.

Positive learning environments are generated as the indoor and outdoor play areas are creatively organised and extensively resourced. The childminder provides an environment rich with exciting activities and spaces in which children are able to explore, discover and take risks. This ensures that children receive an extremely rich and stimulating play experience with a well-balanced mix of adult-led and child-initiated play.

The promotion of equality and diversity is outstanding. The childminder is well trained and as a result is efficient in quickly identifying any barriers to children's success and drawing on their own skills and those of specialist support agencies to overcome them. Support for those children for whom English is an additional language is excellent. Working in partnership with the parents and carers, the childminder ensures a tailored program of encouragement and personalised learning is offered to value their home languages. The childminder is highly committed to working in partnership with others and takes a lead role in establishing working relationships. She plays a strong role in the development of other early year's provision in the local area and there are outstanding links with other providers. As a result, there are well-established channels of communications between all providers involved with individual children to successfully promote their learning, development and welfare.

Partnerships with parents and carers are outstanding. Children thrive because the childminder works very closely with their parents or carers to ensure that she is fully informed about their families and all aspects of their needs. Parents receive copies of her robust policies and procedures before she begins minding so they are well-informed about the provision. Parent's comment that the childminder is welcoming, professional and friendly and consider their children have flourished in the interesting, exciting and stimulating environment. The childminder gathers the views of parents, carers and children and acts upon them effectively.

The childminder demonstrates her ambition and drive for improvement in the service she provides with great enthusiasm. Self-evaluation procedures are excellent and lead to very precise and appropriate priorities for further improvement. The childminder demonstrates a strong culture of reflective practice and she is actively involved in monitoring the effectiveness of the provision through a range of methods. Recommendations from the previous inspection have

been addressed fully and the childminder demonstrates an enthusiastic attitude, indicating her willingness to continually develop her practice. As a result, areas for improvement to enhance children's learning and overall welfare have been correctly identified and appropriately targeted.

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

Children demonstrate that they feel very safe and secure in the childminders care and develop a strong sense of belonging. Their levels of achievement are excellent in relation to their starting points and capabilities because their welfare, learning and development are supported extremely well. All children make consistently excellent progress towards the early learning goals. The childminder makes very effective use of their observations of children in planning activities that support their individual development. Information is used exceptionally well and leads to clear identification of each child's next steps of development, which in turn is beginning to link to future planning. Children's preferred learning styles are identified and the childminder ensures that resources are organised very well to support these. The childminder provides excellent support for the children in her care. She makes superb use of questioning and spontaneous learning opportunities to extend children's learning on every occasion. Adult-led and child-initiated activities are well-balanced to encourage children to be active learners and the childminder understands that each child is unique.

Children are very enthusiastic learners and explorers and apply themselves to play for long periods of time as they sustain high levels of interest and application. Children play a dynamic role in their learning, and show high levels of independence, curiosity, imagination and independence. They frequently offer ideas and respond to challenges with great enthusiasm and are extremely well behaved, form close friendships and enjoy the involvement of others within their play. Children's behaviour is exemplary. They are exceptionally cooperative, and clearly understand what is expected. The childminder embraces children's own ideas for turn taking and sharing. Children have good opportunities to form wider friendships through regular visits to toddler groups, which help them develop their social skills.

Children's welfare is promoted by the childminder to a consistently high level. Clear sickness procedures that are shared with parents, combined with extremely good health and hygiene practices, protect children from the risk of illness and cross infection. The setting promotes healthy eating as they provide children with an excellent understanding of what is good for them through offering a choice of healthy snacks. Children are taught about safety issues as part of the daily routine, as they take part in Footsteps pedestrian training or practise evacuation procedures. The childminders commitment to sustainability is excellent as she encourages children to make use of recycled items in their creative work and children are actively involved in sorting the recycling into separate bins.

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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