

Inspection report for early years provision

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Inspection date	21/12/2011
Inspector	Tom Radcliffe
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 registered in 1994. She lives with her husband and three older children in Banbury. They live in a three-bedroom, end-of-terrace house on a residential road close to the centre of Banbury, Oxon. The whole of the ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. Her home is within walking distance of local shops, parks, pre-school and schools.

The childminder is registered to care for a maximum of six children under eight years at any one time; of these, no more than three may be in the early years age group. She is currently minding four children under five years all day at varying times. 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 groups and a family centre. The family has six rabbits, two guinea and three cats.

The childminder supports children with special educational needs and/or disabilities. In addition, she has experience of working with children who use English as an additional language. She is a member of an approved childminding network and is currently in receipt of funding for early years education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The exceptional childminder provides children with excellent play opportunities where they can be highly independent and make choices. She works with a complete understanding of children's individuality and provides exemplary support for meeting all learning and welfare needs. The childminder has outstanding partnerships, which support the extensive progress that children make. She challenges herself to improve and uses an impressive range of self-evaluation and quality assurance processes to achieve this. Though the childminder has concerns about the availability of ongoing training, she has an outstanding capacity to improve and enhance 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:

- building on the present use of training courses to ensure that skills which are already excellent continue to develop.

The effectiveness of leadership and management of the early years provision

The childminder's written policies and procedures are of a high standard. Parents value them and appreciate how easy they are to understand. This ensures that the extremely child-friendly provision is managed efficiently and safely. The childminder shows limitless enthusiasm for her work with children. She has a near flawless understanding of effective working practices and what is required of her as a registered childminder. She consistently implements these practices to help ensure, for example, that children are protected from harm and their interests are maximised. Children thrive in a safe environment. Potential hazards are minimised by a conscientious use of risk assessments and caring levels of support. This enables children to play and explore in a variety of places, including outdoors and when on outings. This provides a positive impact on children's confidence and learning. Children's good health and well-being are promoted at all times by the childminder through her use of hygienic and effective daily routines.

The childminder is both highly reflective and innovative as she considers the quality of her service. She actively seeks feedback from parents and observes children meticulously. This provides her with information that she analyses and uses to inform her about any modifications that she wants to make. She will always make changes where she considers that it improves children's experiences. In addition, the childminder makes use of training and improvement schemes with the local authority. The childminder is seeking creative solutions to an apparent shortfall in training opportunities. This often includes her arranging training herself with other providers. Her networking with other childminders is a further source of self-evaluation, which she embraces fully. Her last inspection provided no recommendations but the provision is building on practice which is already outstanding. The childminder's use of partnerships is exemplary. These enable children's ongoing learning and development to be supported in a highly meaningful way.

Children have abundant play opportunities in spacious and well-planned accommodation. They are able to use a large range of resources and toys that fully support their all-round learning and development. The childminder supports child-led play. She facilitates this extremely well and intervenes in a highly constructive way. She gives children space and time to discover and explore but she stays close by to offer thought provoking support, guidance and advice. This greatly enhances children learning and understanding as they play and enjoy themselves. The provision is highly inclusive. The childminder has a vast experience of working with children from a variety of backgrounds and abilities. She treats each child as an individual, each with the ability to build on what they can already do. In addition, the childminder provides children with many opportunities to help them appreciate and understand about their diverse world.

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

Children make very good progress as they grow and learn in a rich, nurturing environment. The childminder has an excellent understanding of children's starting points, interests and preferred learning styles. Her uses of observations on children as they play are of the highest quality. She amasses a huge amount of assessment information on children, which she uses in a highly productive way. She is able to accurately track progress towards early learning goals in a very detailed way. In addition, she creates fascinating, learning journeys for each child that provides challenge and interest. The childminder also collates individual portfolios of children's achievements. These are striking records that are appreciated by parents and of invaluable use to the childminder. The childminder's understanding of the Early Years Foundation Stage is excellent. She also fully understands that children learn in a way which is often unique to them and is based on play and first-hand experience.

Children enjoy both directing their own play and working with the childminder. They use role-play equipment to mirror their real lives and play freely with construction sets and games. When using small world equipment, children immerse themselves in highly imaginative play. They invent and create buildings with complicated stories, which they enjoy talking about. The childminder promotes conversations at these times, as she encourages children to think about each building's function, dimensions and features. Children have a very positive attitude to writing and books, which the childminder fully supports through the use of story bags and related activity. Children meet mathematical ideas through practical experiences, as well as through set tasks. They are able to use numbers with confidence and solve simple problems. When on outings, children are able to access additional, play opportunities that include outdoor and messy play. When playing with an adult lead, for example, making seasonal decorations, children enjoy following instructions and gain a great sense of achievement on completion. Children's welfare is promoted extremely well by the childminder. Children fully understand about their own safety and that of others. The childminder takes great care to ensure that children have age appropriate advice that means something to them, for example, when they are pedestrians. Children are fully and completely safeguarded. In addition their behaviour contributes to a vibrant, social environment. They understand that harmonious play depends on their own attitude and behaviour. Children are, for example, able to manage their own behaviour and solve any issues for themselves. The childminder enables children to understand that in some way all children are different. This occurs naturally as children of all ages mix with others, both in the childminder's home and outside it. Children show the ability to be able to concentrate for long periods of time as they develop their understanding of different ideas.

Outcomes for children are consistently and fully promoted by the childminder. Children are very happy to use their imaginations, make choices and be highly active within the provision. They flourish as they freely explore and have boundless enthusiasm for what they decide to do. The bond between the childminder and the children is very strong and its trusting nature promotes communication and children's self-esteem. Children have a deep understanding of healthy lifestyles and choices. They talk about food at snack time and enjoy being very active. All

children respond to the high expectations that the childminder has of them and face challenge with purpose. Children acquire skills and abilities which exceed age expectations. Their excellent progress 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
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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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