

Inspection report for early years provision

Unique reference number	EY363921
Inspection date	14/03/2012
Inspector	Gill Little
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.

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 registered in 2007. She lives in Didcot, Oxfordshire, with her husband and two children aged nine and five. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. An extension to the home is currently in progress. The family has a rabbit.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight at any one time, of whom no more than three may be in the early years age range. She has permission from Ofsted to exceed this ratio in certain circumstances. The childminder is also able to provide overnight care for one child aged under eight. She works with an assistant for four hours a week over two days. The childminder is currently minding eight children in the early years age group on a part-time basis. She drives to a local school, nursery and pre-school to take and collect children and has partnership arrangements in place with these settings. Children aged three and four years are funded for free early education.

The childminder is an accredited member of the TRIO Childminding Network. She follows quality assurance schemes and is involved in various local childcare and family projects. She holds a National Vocational Qualification at level 3 in Children's Care, Learning and Development.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this extremely well organised, safe and inclusive environment. The childminder's meticulous attention to detail helps all children make significant progress in their learning and development. Excellent partnerships with parents and other professionals working with children provide very high levels of continuity in children's care and education overall. The childminder has an exemplary approach to evaluating her practice and sustaining very high standards. She clearly demonstrates that she is highly successful in securing continuous improvement and enhancing outcomes for children unreservedly.

What steps need to be taken to improve provision further?

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

- extending systems to further encourage parents to contribute their views on

their children's ongoing care and education.

The effectiveness of leadership and management of the early years provision

The childminder has a comprehensive awareness of safeguarding children procedures and is very familiar with possible symptoms of children at risk. She has an extremely thorough policy in place to follow if she has concerns about children's welfare and ensures that all household members and her assistant have appropriate background checks. The childminder has an exemplary approach to considering safety risks in relation to the potential benefits for children's development. For example, she gains written parental consent for children to play with gravel, stones and bark in the garden, on the understanding that she supervises them closely. Such meticulous attention to detail contributes to an extremely stimulating environment within sensible safety boundaries.

The childminder makes excellent use of her home to provide an exciting play space, both indoors and outdoors. The main living room is a dedicated playroom providing many easily accessible, high-quality resources for children and a wealth of information for parents. The garden is a treasure trove of enticing activities, including a den with a book corner, a ball run made from drainpipes, and a water tray with a variety of jugs and tubes to explore.

The childminder demonstrates highly effective inclusive practice. The majority of children she is currently caring for are boys and the childminder recognises that they often have very different learning patterns to girls. She is extremely proactive in encouraging them to engage in early literacy activities while they are 'up and about'. For example, she provides whiteboards and pens, painting easels, books and long lengths of paper in the garden, as well as indoors. Such activities are highly successful in combining literacy with the boys' natural tendency to enjoy physical and outdoor play.

The childminder has highly positive relationships in place with all parents. She keeps them very well informed about all aspects of their children's learning and development. For example, she shares comprehensive observations about children's progress and is highly proactive in encouraging parents to contribute their own observations and thoughts. Parents state that the childminder is always asking for their views and opinions, although the childminder is striving to find methods to encourage such feedback more systematically. Parents comment that the childminder is 'worth her weight in gold' and that their children are making 'amazing progress'. The childminder also works very closely with other early years settings that children attend. For example, she provides detailed progress reports to the local school before children start and she accompanies them on their initial visits. This excellent commitment to supporting children during times of transition is very successful in promoting high levels of consistency in their care and education.

The childminder is extremely passionate about children's welfare and education

and has very high expectations of her practice. She evaluates the effectiveness of her service very carefully and is continually identifying areas for further improvement. For example, since the last inspection, she has introduced a wider range of resources and activities outdoors, including a blackboard and new seating area. These improvements contribute to a highly stimulating learning environment where outcomes for children are outstanding.

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

All children show an extremely strong sense of security in the childminder's company. They adopt a very positive approach to learning because of the childminder's enthusiasm and involvement in their play. Children show exemplary levels of behaviour for their ages and they respond positively to the childminder's consistent expectations. They develop an excellent understanding of people who are different from themselves. For example, when children observe people in the community who are visually impaired, the childminder very sensitively extends their understanding of this concept by encouraging them to close their eyes and follow each other's directions carefully.

Children gain an excellent understanding of health and safety through the childminder's exemplary commitment to providing highly stimulating experiences. For example, visits from the ambulance and police services help them to learn about concepts they would not normally encounter, such as a heart monitor and police riot van. Children enjoy a healthy balanced diet and become very involved in food preparation. For example, they help to get bowls and boxes of cereal from the kitchen cupboards and become engrossed while buttering bread. The childminder's excellent approach to involving children as much as possible results in mealtimes being very positive experiences.

The childminder monitors children's progress very carefully. She records, in considerable detail, children's individual achievements, ideas for their next steps in learning and comments from their parents. She takes great care to plan an extremely wide range of stimulating activities reflecting children's individual interests and learning requirements. As part of this process, children enjoy many exciting outings in the local community resulting in an excellent awareness of the world around them. For example, a trip to the local natural history museum arises from the children's interest in dinosaurs. The childminder very successfully extends this experience by helping children to make a dinosaur habitat in the garden, and making dinosaur puppets.

Children gain an excellent understanding of different cultures and customs through the childminder's meticulous attention to detail. For example, to celebrate Chinese New Year, they attempt to write using Chinese symbols and they make Chinese moon cakes and money wallets. Children delight in exploring the highly stimulating environment that the childminder creates. As they play, they benefit greatly from

her excellent interactions and skilled intervention. For example, they become completely engrossed listening to a story read with great expression. They rapidly learn repeated phrases with the childminder's encouragement. In the garden, the childminder very successfully challenges their physical skills by encouraging them to build an obstacle course to negotiate with their bikes. Through everyday experiences, such as mealtimes, children quickly learn about early mathematical concepts working out how many bowls and spoons they need for the children present. As a result, children are making excellent progress in developing skills for future learning.

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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