

Inspection report for early years provision

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Inspection date	08/03/2012
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.

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 1993. She lives with her husband and two adult children in Bicester. The whole of the ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time; and of these, no more than three may be in the early years age group. She is currently minding six children in the early years age group, who attend at differing times. The childminder also provides care for six children over eight years of age before and after school. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder drives to local schools to take and collect children. She childminder attends a local carer and toddler group and childminder support group. The family has a pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has an excellent understanding of children's individuality, which enables her to meet their needs exceptionally well. Children thrive on the opportunities that they have to make choices and lead their own play. Good partnerships with other settings support children's excellent progress, as does the setting's engagement with parents. Good self-evaluation overall, enables the childminder to understand her own strengths and act on any known weaknesses. This gives her a good capacity to improve and build on a provision, which is already good. Children's welfare is promoted in an exemplary way and they use resources, which are largely fit for purpose as they support children's learning and development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the use of self-evaluation to draw on the full range of quality improvement tools available, such as the use of quality assurance schemes
- build on children's use of resources that provide positive images of diversity and help children to become aware of and embrace differences in religion, culture and disabilities.

The effectiveness of leadership and management of the early years provision

The childminder informs parents about all aspects of her provision. She achieves this by using concise and informative written policies and procedures. This helps to ensure she manages the child-friendly environment safely and very efficiently. The childminder has an extensive understanding of highly effective working practices. She fully understands how to safeguard children and knows how to protect them from harm. Her training in safeguarding enables her to give children an excellent understanding of their own safety. The childminder encourages children to explore all available play spaces. Her use of thorough risk assessments means that children do this safely as potential hazards are minimised. Children play both indoors and outdoors, which has a very positive impact on their confidence and learning. The childminder meticulously promotes children's good health and well-being. She implements very hygienic daily routines and manages illness or minor injuries extremely well.

The experienced childminder uses self-evaluation effectively overall. She has an accurate understanding of what she does well and what may need to improve. She actively seeks feedback from parents and observes children diligently at all times. The childminder uses this information to develop and modify what she does. She is able to set targets and priorities and always puts children's interests first. There has been good progress made since the last inspection. The childminder makes no use of quality assurance schemes that are available to develop her level of provision. However, she does take part in regular training to update her skills and competencies. The childminder has good partnerships with other providers, which supports children's ongoing learning and development. She also fully engages with parents who value her work and appreciate the quality of information, which they regularly receive.

Children play in spacious accommodation, which the childminder organises to motivate play and learning. She also ensures that children use ample resources well to achieve planned goals in learning. She inspires children to make decisions as they imaginatively play. As children do this, the childminder makes suggestions or plays along with them. This keeps play fresh and greatly enhances children's enjoyment as they learn. The childminder provides an inclusive setting for all children. She treats each child as an individual and supports them so that they are able to build on skills that they bring to the setting. Children take part in a wide range of activities and use some resources that enable them to appreciate their diverse world in an age-appropriate way. There are fewer toys that reflect positive images of diversity to fully encourage children to embrace difference.

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

Children achieve consistently good and often excellent levels of achievement. Their play is a vibrant mixture of child-led and adult-led activity. The childminder has a

complete understanding of each child's interests, starting points and preferred learning styles. She observes children very well as they play and interact with others. She uses assessments to track children's progress and to plan very effectively for their ongoing learning. The childminder makes written development information available to parents in a variety of forms. Children play a dynamic role in their learning as they develop their own ideas or respond to the childminder's suggestions. They show high levels of independence and inventiveness as they play, for example, in complex role-play activity. The childminder has an excellent understanding of the Early Years Foundation Stage. Her innovative approach motivates children as she exploits many opportunities for them to have first hand experiences.

Children flourish as they play. They immerse themselves in scenes as they play a range of roles, become different characters and undertake tasks. When children bake cakes and biscuits, they pay attention to even the smallest of details. They weigh ingredients, count out items, and set the play oven to the correct temperature. They also use oven gloves and wait for cakes to cool down before decorating them. Children set up a shop and use money and a cash register so that they can sell items to customers. This play prompts high-level conversations about bar codes, payment methods and foreign currencies. The childminder skilfully gives children space to learn and act out their fantasy worlds. However, she takes the opportunity to develop children's already good communication skills as she asks questions and urges them to extend their understanding. Children enjoy sharing books with the childminder. They spend long periods talking about the pictures and predicting how a story will end. Children take part in purposeful outdoor play and play creatively with messy play equipment. While on outings, children are able to take part in musical activities and use the local library.

The childminder promotes children's welfare extremely well. All children show that they are developing a very good understanding of how to keep themselves and others safe. The childminder consistently gives the highest priority to safeguarding children. Children are able to show exceptionally high standards of positive behaviour and self-control. They realise how important their own attitudes and behaviour are to harmonious play. Their interactive play is a joy to observe. Children include and assist each other as they play and spend their time with the childminder. Children also show that they understand that all children in some way may be different to each other. They respect each other and tolerate each others' differences.

The childminder promotes outcomes for children in an outstanding way. Children are very eager to be in the setting and make significant gains in their learning. They use their imaginations readily and are very keen to explore and make decisions. In addition, children are very enthusiastic about what they do and their sense of fun is profound. They respond exceptionally well to the expectations that are placed on them as young learners. Relationships are excellent. Children feel very safe in the setting and are confident that they can talk to the childminder about anything that is on their minds. This has a very positive impact on children's willingness to communicate and develops their self-esteem. All children show that they are developing a very good understanding of how to keep themselves safe and healthy. Children acquire skills and abilities, which usually exceed age-

expectations. This progress prepares children very well for their 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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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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