

Inspection report for early years provision

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Inspection date	19/03/2012
Inspector	Jan Leo
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 1996. She lives with her partner and grown up son in a village approximately four miles from Banbury. Children use the ground floor of the house for play, and rest or sleep in a bedroom upstairs. There is an enclosed rear garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may accept a maximum of six children under the age of eight years at any one time of whom three may be in the early years age group. She currently cares for 13 children in total including nine who are in the early years age group and four who are over the age of eight years. All attend on a part-time basis. The family has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides a highly effective service, promoting equality and diversity very well due to her skill and dedication in focusing all her attention on the children in her care. Her drive and commitment to continuous improvement enable her to sustain a high quality of service throughout and consequently the children thrive. The childminder successfully evaluates all she does, overall, and implements changes to improve outcomes for children. All aspects of health and safety are robust to prepare children for the future and they develop an exceptionally strong sense of security from an early age. The partnership with parents is very strong and documentation is generally very effective in supporting all aspects of the provision.

What steps need to be taken to improve provision further?

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

- updating children's written progress records more frequently in order to further assist in planning and monitoring children's progress.

The effectiveness of leadership and management of the early years provision

The childminder has a very secure understanding of child protection issues and the procedure to follow if concerns arise. She attends training on a regular basis to remain up to date with the referral process and her responsibility to protect

children from harm. The childminder reviews hazards on an ongoing basis to continue to keep the environment safe as children grow and develop.

The childminder shows an in depth knowledge of the children she cares for and she places equality of opportunity at the heart of all she does. For example, she prepares individual development plans for each child with specific goals for each area of learning to help narrow any gaps in their development. She teaches the children to be kind and considerate towards others and understand the diverse needs of their little group. Toddlers, for example, learn to be gentle with a baby and all learn to share resources fairly to ensure they can join in at their own level. The childminder makes very good use of the resources, ensuring that all are easily accessible to make the environment conducive to learning. The children freely choose what to do, explore their surroundings with great interest and remain very well occupied at all times. The childminder encourages activities around their individual interests and supports play extremely well to make excellent use of all learning opportunities.

The childminder actively seeks out training to support her ongoing development and help her in maintaining this already high quality service. She uses the internet to stay up to date with requirements, shares ideas on good practice with other childcare professionals and invites parents to contribute ideas for development through both formal and informal means. As a result, she successfully identifies and addresses areas for development to remain effective and the parents confirm their delight with the service by providing glowing references and recommending the service to others. Parents receive daily feedback about the activities and they have free access to their child's records of progress. Formal written policies help them learn more about how the setting operates and information is clear, concise and up to date, creating a very professional and effective provision. The childminder is fully aware of the value of strong partnerships to consolidate learning and development when care is shared and she has already begun to build links with local groups in preparation for children moving on. The childminder has high aspirations for the children and her exceptional organisation and dedication ensure their well-being is significantly enhanced in her care.

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

The children are made to feel welcome as soon as they arrive and the childminder makes sure the room looks exciting to inspire play. Children confidently choose what to do, selecting favourite cars and trains for example, to talk about with others. They compare the size and colour of the vehicles as a matter of routine, reinforcing mathematical concepts and colour recognition in a relevant context. One uses a magnetic sketch board to write numbers and the childminder continues work on shape, space and measure whenever she gets the opportunity. For example, one tries to fit his finger into a small eyelet on the baby gym. The childminder joins in and opens a discussion about big and small. She extends the interest by counting 'one, two' as the fingers poke through the holes, explaining

things at an age appropriate level at all times. The children turn their attention to stacking cups and this provides the childminder with an opportunity to bring in the concept of 'underneath' and one 'disappearing'. She repeats things to reinforce children's understanding and seamlessly promotes learning within play to make learning effortless and enjoyable.

The children play outdoors each day and learn how important this is to support a healthy lifestyle. They use the slide and small tricycles to develop control over their movements, climbing confidently and steering competently while having fun. Babies sleep according to their needs and receive a high level of attention to build initial bonds and help them feel secure. The childminder talks to them frequently to include them in the discussions, making eye contact and getting close to help them feel special. Children feel valued and consequently, they display a very high level of confidence and sense of belonging. The children play very well alone and alongside their peers with younger children copying older ones to develop further skills. For example, one pushes a train engine along the floor like his older friend, making noises to reflect the engine sound. They behave extremely well and are beginning to show an awareness of what is expected of them. For example, toddlers slow down when playing near a baby and learn not to walk on resources in case they break them. They consistently learn about the possible consequences of their actions to help them make sensible decisions in the future.

The children visit places of interest in the local community to develop their understanding of the world around them and their local environment. They widen their social circle when visiting activity groups and learn to use different equipment safely to extend their physical skills. The childminder raises children's awareness of safety by setting clear expectations and explaining safe practice clearly and consistently throughout the day. She forms very close bonds with all children to help them feel special and welcome and, as a result, they feel very secure from an early age and fit in like part of the family. They successfully learn about road safety on outings and consistently follow excellent practice to promote their own health and safety to help them develop the skills they need for the future. The children have free access to books and technical equipment to reflect modern life, helping them broaden their knowledge appropriately and benefit from a balanced and varied day. The childminder effectively observes what children do in order to track progress and plan for their next steps, consolidating written information from time to time to create a complete picture of their development. She is highly successful in implementing activities to address gaps in learning but currently uses only some of her records to do this.

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	3
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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