

Inspection report for early years provision

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Inspection date	14/04/2011
Inspector	Janice 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.

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 July 1997. She lives with her husband and two children, aged 12 and 17 years, in a village between Oxford and Aylesbury. Children use the ground floor for play and rest or sleep in a bedroom on the first floor. There is an enclosed garden available 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 care for a maximum of six children under the age of eight years, of whom three may be in the early years age group. The childminder currently looks after 12 children, including four in the early years age group and three who are over the age of eight years. The children attend on a full or part-time basis. The family has two guinea pigs.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children benefit from a very well organised and executed programme of activities, having high expectations placed upon them and consequently achieving great things. The childminder deploys resources exceptionally well and is pro-active in promoting development and equal opportunities, helping children develop a caring attitude and valuable skills for the future. All aspects of health and safety are well met and the children feel very safe in her care. Strong partnerships with children's other carers help to consolidate children's learning and development and excellent relationships exist with parents, thereby developing a true partnership of care. The childminder routinely evaluates all that she does and she works closely with other childcare professionals to help drive improvement. All of the necessary paperwork is in place and most is up to date to support this effective and professional service.

What steps need to be taken to improve provision further?

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

- extend the regular two-way flow of information with parents to include a review of all permission forms to keep information relevant as children grow and develop.

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 conducts thorough risk assessments to maintain safety as children grow and develop and supervises children closely at all

times to reinforce safe practice as they play. This helps the children learn to avoid accidents and recognise danger from an early age.

The childminder is an expert at seizing all learning opportunities and using the resources to extend ideas and skills. She shares her time fairly, providing the support each needs to join in at their own level. The childminder routinely adapts the activities to suit different ages and abilities and successfully extends challenges to help each child reach their full potential.

The childminder is very well organised, updating most paperwork and documentation as a matter of routine to keep information current. However, some permission slips agreed at the start of the contract are overlooked and do not necessarily reflect parents' current wishes. The childminder understands the importance of linking with children's other carers when care is shared, and she gets information from their pre-school in order to continue ideas and enhance what children do elsewhere. Parents receive daily feedback, both verbally and through children's progress records, to keep them involved in their children's development. They receive a brochure giving a brief outline of the service, regular newsletters detailing information about current activities and future planning, and they complete questionnaires with specific targeted questions to help contribute ideas for improvement. The childminder welcomes input from a variety of sources to help ensure continuous development, using the internet and links with other childcare professionals to raise standards further. The childminder continues her own development to increase her skills, attending relevant training to learn more or revise and reinforce what she already knows. As a result, the childminder is confident, competent and consistent in all that she does.

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

The children arrive happily and separate from their parents easily, eager to see their friends and join in the activities. Those who arrive early greet late comers with a cheerful welcome, demonstrating a tight little community where all feel they belong.

The childminder is well prepared before children arrive to ensure they have a structured day full of inspiring activities based around their interests. They work on projects for example, completing different stages of card making across the week to give their art work time to dry and allow for different levels of concentration. The childminder routinely encourages children to try things for themselves to develop their independence, supporting them in completing different challenges to suit their ability. For example, the childminder shows a two year old how to hold and use scissors and she writes an older child's name for them to copy onto their card. All explanations are very simple, clear, unhurried and effective and as a result, the children are very successful in all they do and have high self-esteem.

The children work together extremely well, sharing resources and taking turns fairly. They show interest in what each other does and all join in on equal terms

regardless of age and ability. The young children show a high level of confidence as they talk about what they do and strike up conversations with both older children and adults. They speak clearly and confidently, asking for favourite toys and saying, for example, 'I would like the orange one please' when choosing which beaker to have at lunch time. All learn to be polite and well mannered, developing social skills to help them in the future.

The childminder routinely develops all areas of learning through practical activities, explaining how to do things in order to develop understanding of modern life, providing an extensive variety of tasks to aid physical skills, and encouraging children to do things for themselves to promote independence. The children count how long it takes the childminder to do things, successfully reciting the numbers together and giggling as they speed up to make the childminder seem slow. The children have fun as they learn and all learning is relevant and meaningful. Consequently, the children are very enthusiastic learners and progress is effortless.

The childminder completes regular observations to monitor children's progress and changing interests, recording useful information about their achievements and ideas for their next steps. Parents see this information to be involved in their children's development and the childminder invites ideas about areas they would like her to concentrate on. Together, the adults make sure each child receives an appropriate individual focus to help them reach their full potential.

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	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
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	1

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	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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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