

Inspection report for early years provision

Unique reference number	207630
Inspection date	17/01/2011
Inspector	ISP Inspection
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 has been registered since 1990. She lives with her family in Glossop. All downstairs rooms are used for childminding and there is a safely enclosed garden available to children for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding 14 children who attend at varying times. Care is also offered to children aged between five and eleven years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children enjoy excellent standards of care in an exciting and inclusive setting. They make maximum progress in their learning and development and utmost priority is given to ensuring their safety and well-being. Partnerships with parents and others are highly effective in meeting the individual needs of all children. Efficient organisation of the provision underpins the outstanding practice and the childminder's self-reflective practice ensures outcomes for children are fully promoted. Recommendations from the last inspection have been completely addressed.

What steps need to be taken to improve provision further?

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

- undertake any additional relevant training to further enhance the quality of the provision for children

The effectiveness of leadership and management of the early years provision

The childminder gives full priority to the importance of safeguarding children and protecting them from harm. Clearly detailed policies and procedures ensure that prompt and relevant action would be taken in the event of a concern or allegation. Risk assessments thoroughly identify potential hazards and the childminder is vigilant about children's safety and security. Children are introduced to the inspector and the childminder checks identification thoroughly. Children are fully supervised at all times and the childminder closely interacts and observes their

play. This ensures she has an excellent knowledge of what children know and can do within all areas of learning. Plans for each child are individual, meaningful and build upon their personal interests. Parents are kept fully informed and involved in what their child is doing and they actively contribute to their developmental records. These records embrace the uniqueness of each child and contain delightful examples of what they have been doing, with photographs, artwork and written observations clearly linked to the Early Years Foundation Stage framework. The childminder knows that firm links with others help to enhance opportunities for children's learning and development and she liaises fully with other early years settings children attend.

Excellent organisation ensures children are kept safe, protected and supported. Risk assessments are completed thoroughly to keep children safe, with identified potential hazards minimised well. Fire safety is given high priority, with emergency plans practised frequently. Children respond well to hearing the childminder's whistle, which they know is only ever used as a safety warning in the setting and they evacuate safely. Good explanations follow up this practice so that children understand how to stay safe. The childminder is highly professional and dedicated to her work. Her enthusiasm and ideas create a stimulating environment for children.

An extensive range of man-made and natural resources are creatively provided, leading to exciting challenges for all children. Activities are organised very well to offer excellent learning and development opportunities to children, enabling them to make progress in all six areas of learning. Equipment and space is organised depending on the children's individual needs. For example, quiet space is created for children to rest and sleep as they need to. Play areas are set up so that children can select their own resources independently and identify what they need. The childminder skilfully promotes children's growing independence and supports their sense of belonging. For example, they are encouraged to access the bathroom with minimal support and they have their own individual coat pegs. Excellent opportunities support children's good health and they benefit from daily exercise and walks in the fresh air to local places or playing in the childminder's garden, whatever the weather.

The childminder updates her skills and knowledge, through ongoing training, networking with other professionals and being aware of any changes that may affect her role. She reviews her own practice and evaluates what she does, making use of the self evaluation form and she constantly seeks out new ideas. She has a very good knowledge of the legislation to which she works, with full regard for the Every Child Matters outcomes for children and children's welfare, learning and development. She clearly demonstrates her knowledge of children's unique abilities. Lovely photographs and children's artwork on display illustrate how much fun children have in the setting and these help children to feel valued and special.

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

Children are enthusiastic, motivated and confident in the vibrant setting. They freely explore their surroundings and the childminder facilitates their play. Warm and caring relationships between the childminder and children ensure their unique needs, personalities and interests are fully considered. Children spontaneously approach the childminder for hugs and cuddles and she supports their emotional development well. Children have regular opportunities to develop their social skills through visiting local groups in the area, such as 'messy play' and toddler groups. They talk about safety when playing and the childminder explains how they can keep themselves safe, such as by picking up toys to avoid a trip hazard.

Children are confident and self-assured in the setting and they have excellent opportunities to learn through play. They engage in purposeful play that challenges their development in fun ways. Children freely choose what they would like to play with from a wide range of toys, books and resources, many of which reflect the wider community. Children enjoy exploring man-made and natural objects in their play. Children invite the childminder to join in with their play and she enthusiastically crawls into their den to hide with them. Skilled interaction helps to develop children's communication skills. For example, the childminder engages with children in conversation and constantly extends their vocabulary by introducing and repeating new words. Story telling sessions are lively and the childminder is animated, encouraging children to join in and even read to their peers. For example, children enjoy reading 'Dear Zoo' with the childminder and attempt to copy the repeated refrains as this is a particular favourite. Children vigorously move their bodies to music as they pretend to be animals, marching around the room. They enthusiastically use a range of musical instruments in time to familiar tunes and they confidently sing out loud. Children's imagination and learning is stimulated in a range of creative ways. For example, they watch in awe as the childminder uses puppets in their play. They enjoy using the vast array of props made for counting rhymes, such as five green bottles, five currant buns and five fat sausages and these help children to understand simple addition and subtraction. Children are learning about the world through many opportunities to explore and investigate. They use magnifying glasses to count the legs on insects and binoculars to see things that are far away. Children excitedly notice the birds outside and the childminder helps them to feed them.

Children's health and hygiene is promoted thoroughly in the setting, The childminder encourages them to wash hands by singing a simple song with them as they wash. Excellent discussion takes place with children about their good health. For example, they know it is important to get regular fresh air and exercise; older children are active outdoors before their school day and younger children have opportunities to play outdoors with a very good range of equipment. Children are helped to understand when they feel tired and the childminder provides a quiet place for them to listen to soothing music as they sleep. Children enjoy discovering where food comes from and they grow their own healthy fruit and vegetables. They enjoy making pizzas and having picnics. The childminder prepares nutritious meals in advance and she has an excellent knowledge of each

child's dietary needs and preferences. Meal times are very sociable, with everyone sitting together to chat about their food. Children are given plenty of time to eat and drinks are always available in their individual cups.

Children behave exceptionally well in response to the childminder's sensitive expectations and positive demeanour. She gives clear explanations of expected behaviour that children understand and provides them with plenty of meaningful praise. For example, she gives children a sticker and they discuss that this is for excellent tidying up and fantastic singing. Positive strategies encourage children to behave well and the childminder gives them responsibility for small tasks such as setting the table. Simple choices in the daily routine enable children to feel empowered and confident. Good manners are encouraged effectively and the childminder sets a lovely example for children to follow. The childminder gives plenty of individual attention to enable children to feel valued and important. She enables each child to feel included and manages mixed ages of children well, encouraging them to care about each other.

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	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	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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