

Inspection report for early years provision

Unique reference number	308007
Inspection date	22/01/2009
Inspector	Margaret Baines
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been a registered since 1981. She lives with husband and two grown up children in Fleetwood. Access for minded children includes the lounge dining room on the ground floor with an enclosed outdoor garden plus the bathroom on the first floor. The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. Registration is for a maximum of six children under eight years. There are currently four children on roll, two of whom are her grandchildren. The childminder is a member of the National Childminding Association. She is a member of the Fleetwood childminding network and she receives support from the local authority.

Overall effectiveness of the early years provision

The childminder is highly effective in promoting care and learning for the children she cares for. There are extremely effective systems in place for monitoring, assessing and planning for children's individual needs, therefore she provides exemplary provision for children. Children's learning and development is planned in great depth and is tracked effectively, to ensure that children access all areas of learning in a fun and developmentally appropriate manner. The childminder ensures that she promotes a totally inclusive setting where children's individual needs are met exceeding well. The self-assessment has been completed to a very high standard identifying areas for continuous improvement through additional training and attention to detail. Consequently, children thrive in this setting.

What steps need to be taken to improve provision further?

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

- continue to pursue further professional development.

The leadership and management of the early years provision

The childminder has exceptionally detailed and informed policies and procedures, which have been reviewed to meet the requirements of the Early Years Foundation Stage. These promote a robust attitude to children's safety and welfare, and a highly efficient approach by the childminder to the management of the children's individual care and needs. The childminder is extremely organised and knowledgeable in her approach to children's development. She ensures they have an excellent range of opportunities in all the six areas of learning. The routines are flexible, so they reflect the children's ongoing interests and ideas. The childminder is very committed to her own self- development; she has completed in great detail the self-assessment document. She uses this as a working tool to promote future development to enhance her already excellent practice. She clearly links the self-assessment to her capacity to maintain continuous

improvement. When evaluating the effectiveness of any action taken, she involves parents and children, through questionnaires and discussions. Consequently, she strives to continually improve and enhance her provision for the benefit of the children in her care. Further professional development is identified as an area for improvement.

The sharing of information with parents and carers is encouraged as a two way process. This keeps them informed on how their children are progressing in all areas of their development. For example, daily diaries reflect each child's day, whilst records of achievement, the children's learning journeys, reflect and track the child's progress in each area of learning. The childminder has taken positive steps to link with other providers where the children attend. This pro-active approach is effective in enhancing and supporting children. Children are safeguarded exceptionally well because the childminder has in place detailed policies and procedures that she adheres to. She ensures daily risk assessments are carried out and is most vigilant in her role of keeping children very safe. She is aware of her responsibility to safeguard children both in and out of her home and is very clear of the procedure to follow should she have any concerns with regard to child protection. Consequently, children are extremely well safeguarded in her care.

The quality and standards of the early years provision

Children experience a learning environment and educational programme that is exemplary, because the childminder plans for each child, with their individual needs clearly identified. Consequently, children make exceptional progress in her care. Children benefit enormously from the excellent range, balance and variety of activities, which fully promotes children's learning. The environment plays a key role in supporting and extending children's development. It gives them the confidence to explore and learn in secure and safe, yet challenging indoor and outdoor space and provision. Children use the lounge and dining area, which are set up for their needs. The setting provides very good access, selection and choices for all the children, which includes a lovely selection of natural resources. There are very good opportunities for the children to be active learners, through their contact with other children and people. For example, they enjoy visits to local groups, visits to the library, the beach and the park. Children have extremely good opportunities through their play to use their ideas and suggestions. They access excellent resources, which enables them to make connections and develop their ideas effectively, such as designing and making models.

Children are exceptionally well provided with experiences and support, which helps them to develop a positive sense of themselves and of others, respect for others, social skills and a positive disposition to learn, because the childminder ensures her planning for care and learning, enables children to flourish in her care. The childminder offers the most effective support for children's emotional well-being, to help them to know themselves and what they can do. Lovely relationships are nurtured and the children are settled and happy in the childminder's care. This is reflected in their behaviour, which is managed in a caring and sensitive way,

ensuring children's concerns and needs are fully supported.

The childminder has fully embraced the importance of children having visual images around them, to support their recognition of written word and context. The walls are adorned with delightful posters and displays of children's lovely art work. Children have ongoing opportunities to develop their speaking and listening skills. For example, the childminder waits for children to finish what they want to say and responds enthusiastically helping them develop their confidence and understanding of the spoken word. She also ensures that very young children are listened to and acknowledges their responses to a variety of situations. Older children in her care feel confident to discuss and share with her aspects of their day and suggest ideas for activities. This exceptionally positive relationship ensures children thrive in her care.

The children use a wide variety of resources for expressing their understanding, including mark making, creative, modelling, books, story telling and music. Children have exceptionally good opportunities to fix and make things, which supports their problem solving skills well. Children enjoy activities that promote an understanding of weight and measure and they thoroughly enjoy baking sessions. They learn about different shapes as they observe those in books and play games with the shape in the outdoor area. There are games that promote recognition of numbers, to match and sequence and games that promotes children's thinking skills, for example, construction games and resources.

The childminder provides a most secure and safe environment for the children in her care. She uses a risk assessment to monitor safety. She has attended child protection training. All equipment, resources and toys are checked and maintained, to ensure their ongoing quality and purpose. Extremely healthy meals and snacks are provided, as well as drinks through the day and these promote healthy choices for the children, which is shared with parents. Consequently, children learn about healthy foods and the care of their bodies. Daily access to the outdoors and fresh air, fully promotes the children's health and well-being. The outdoors reflects aspects of the six areas of learning well. Children enjoy access to a very good range of equipment, both large and small, which supports and extends their physical skills very well. Children visit the local area and places of interest and they have access to positive information and resources, that reflects the wider world for the children.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.