

Inspection report for early years provision

Unique reference number	308660
Inspection date	19/10/2011
Inspector	Kathy Leatherbarrow
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 1998. She lives with her husband and their four children aged 15, 12, seven and five years. Her mother and father in-law are also on the property. They live in a village in the Fylde area of Lancashire. The whole of the ground floor, except for the lounge is available for childminding. There are also a number of outdoor play areas including a field and woodland. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently four children attending who are within this age group. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent knowledge of each child's individual needs. Therefore, their learning and development are promoted to a very high standard. Children are safe and secure, and robust documentation and procedures are in place to maintain their safety. Exceptional partnerships with parents and other agencies are significant in making sure that the needs of all children are met, along with any additional requirements. This means that the children make rapid progress in relation to their age, ability and starting points. The childminder strives for excellence and makes good use of regular self-evaluation and ongoing professional development to make sure that priorities for development are successfully identified and 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:

- increase opportunities for children to work with number and count.

The effectiveness of leadership and management of the early years provision

Records, policies and procedures are maintained to a high standard. The childminder takes highly effective action to minimise risks to children, which means outdoor and indoor spaces are suitable and safe. The daily risk assessments and steps to safeguard children are robust. For example, she is vigilant when completing safety checklists for each area. Children learn how to keep themselves safe through discussions on road safety and wear high visibility vests when out

walking. The fully comprehensive written risk assessment identifies everything a child comes into contact with. The childminder has a very clear understanding of safeguarding children issues, and children's well-being and good health are promoted through stringent procedures. She has high aspirations for quality which has been significantly enhanced through obtaining her Early Years Professional Status (EYPS).

All documentation is in place and well organised to allow ease of access should the need arise. Confidential documentation is stored appropriately to maintain security. The childminder strives for excellence in all she does and regularly monitors and evaluates the effectiveness of her provision. Children and parents are all involved in the process and their suggestions are always valued and catered for where necessary.

The childminder has excellent links with parents, carers and other agencies. As a fully inclusive setting she welcomes all children and ensures their needs are exceptionally well met and supported. Outstanding settling-in arrangements, informal and formal meetings and the provision of children's records of achievements assist in the purposeful sharing of useful information. Parents and carers receive very good quality information about the provision and are extremely well informed about their child's progress. Parents supply a wealth of information in a wide variety of ways, to help the childminder provide high-quality learning experiences.

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

Children are happy, confident, independent individuals. The childminder has an expert knowledge of the Early Years Foundation Stage learning and development requirements. Each area inside and out is set up with a great deal of care and insight into how to stimulate children's interest. For example, they construct imaginative dens out of material in the story corner and make wonderful props, such as rockets to enhance stories. Children feed the chickens daily, collect their eggs and use them for lunch, making dipped eggs with toast soldiers, and bake a chocolate sponge cake. Infants explore and investigate a delightful range of treasure baskets and sensory play, such as peppermint play dough.

Children are stimulated and highly motivated when exploring the outdoors, including the woodland. They smell the different flowers and leaves within the garden, grow their own fruit and vegetables, and collect a wonderful range of natural resources within the different seasons. Children gain an excellent awareness of diversity through many activities. For example, at Chinese New Year the role play area became a Chinese take away, decorated with signs and writing sheets. They tried Chinese food, attempted to eat with chopsticks and made Chinese lanterns.

Children are active learners and are positively encouraged to behave in ways that are safe. Positive language and visual aids reinforce safety practices very well and

children use equipment with great care and skill. The carefully-planned provision enables children to make choices and take risks under constant supervision. Children help themselves to items from labelled storage drawers and from equipment which is attractively set out. The childminder make excellent use of observation and assessment systems to plan for individual children. She provides enjoyable and challenging experiences which are particularly well matched to children's interests and needs, dinosaurs, building and transport. Therefore children achieve exceptionally well, both indoors and outdoors.

Children play independently and alongside each other particularly well. They have formed very strong relationships with one another, the childminder and her family. Children enjoy excellent age-appropriate opportunities to develop early writing skills. For example, they make marks using paints on models made from recycled materials, paint and decorate their tea light holders made from clay and make marks and patterns using sand and water. Children use a range of puzzles for thinking and problem solving from matching vehicles, insect snap and shape sorters. Some number is used around the setting, although this is a minor area for development.

The childminder has an excellent knowledge of the welfare requirements and highly effective policies and procedures are implemented to promote children's physical, social and emotional well-being. Children are cared for in an environment kept clean through stringent hygiene practices. Nappy-changing and rest arrangements are particular to each child, both in timing and in practice. Children are taught the importance of good food choices and exercise. For example, calcium in food and drink is good for healthy bones and teeth and how walking and running enables the oxygen to travel around their bodies. Children have continuous access to wonderful indoor and outdoor provision throughout the day which secures their understanding of the importance of regular exercise as part of a healthy lifestyle.

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	2
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	2
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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