

Inspection report for early years provision

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Inspection date	27/01/2011
Inspector	Vickie Halliwell
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1991. She lives with her husband, in Bolton. The premises are within easy reach of public transport, shops, parks, schools and community resources. The provision is registered on the Early Years Register and on both parts of the Childcare Register. The whole of the ground floor is used for childminding which includes toilet facilities. There is a fully enclosed outdoor play area to the rear of the property.

The childminder is registered to care for a maximum of six children under eight years at any one time, of these no more than three may be in the early year's age range. There are currently two children attending who are within the Early Years Foundation Stage. The childminder also offers care to children over five years and is currently caring for nine children in this age range. The childminder works with an assistant and is supported by the local authority. The childminder is available to provide out of school care each weekday, on a fulltime basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are expertly met by the childminder who enthusiastically welcomes children into her home. Each child's unique contribution to the setting is truly valued and children have formed very secure and special attachments with the childminder. Consequently, children thrive in the childminder care and thoroughly enjoy their time in her home. Partnerships with others also delivering the Early Years Foundation Stage are exceptional, as a result each child is continually supported and helped to achieve their full potential in all areas of learning. The childminder is very committed to the continuous development of her service. She routinely evaluates the service she provides in order to secure further improvements and sustain the exceptionally high standards that she has achieved in many areas.

What steps need to be taken to improve provision further?

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

- improve the recording of parental signatures in relation to the administration of medication and accidents
- improve the record of risk assessments to include details of the risk assessment completed for outings.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded, because the childminder has a secure knowledge of child protection issues and procedures. Relevant training is routinely renewed to maintain a high level of knowledge and understanding. Written policies and procedures are reviewed to ensure they are consistent with Local Safeguarding Children Board procedures. The childminder knows each child in her care exceptionally well and provides a safe environment where children feel very safe and secure, which provide opportunities for them to share any concerns. In addition both the childminder and her assistant have undergone checks to ensure their suitability, which further safeguards children. Effective systems are in place to ensure children's safety within the childminder's home. Routine risk assessments are conducted and appropriate action is taken to minimise any identified hazards. Consequently, children move safely around the childminder's well presented home. Space and resources are effectively used to meet the individual needs of the children in her care. Established systems are implemented to ensure children's safety on outings, although details of the effective risk assessment conducted, are not fully recorded.

The childminder is a very experienced and dedicated childcare practitioner. She is committed to her professional development and is continuously improving the high quality service she offers to young children and their parents. Since her last inspection both the childminder and her assistant have completed a wealth of relevant training courses, in addition the childminder has completed a nationally recognised qualification. The childminder has embraced the Early Years Foundation Stage and following training reviews and further develops her practice, policies and procedures. The childminder is very well organised, she effortlessly meets both the individual and group needs of the children. She works effectively with her assistant, which enables the simultaneous provision of indoor and outdoor play. Records relating to children's learning are very well maintained. However, in contrast some records relating to accidents and medication are less clearly documented. For example, it is difficult to identify when parental signatures have been obtained following accidents and whilst general consent to administer medication is obtained from parents at admission, individual records relating to the administration of medication are not clearly documented.

The childminder provides an inclusive service; all children and their families are warmly welcomed in to her home. The childminder is a very positive role model, who successfully encourages children to develop a positive and caring attitude towards others. Children are encouraged to listen to and respect one another. They have many opportunities to learn more about the lifestyles and cultures of others through spontaneous discussion and planned activities. Partnerships with parents are strong and parents are actively encouraged to share their view through regular parent appraisals. They are also asked to consider and contribute to the childminder policies and procedures which are reviewed and re-distributed annually. Mutually respectful relationships encourage a continual exchange of information and the childminder provides a valuable link between parents and school staff. As a result, the childminder is very well informed about individual

circumstances and provides additional support when required. Partnerships with others also delivering the Early Years Foundation Stage are exceptional. All children attend school and the childminder works very closely with teaching staff. She is very well informed about plans for children's future learning and fully supports each child, providing further opportunities for them to explore concepts they are learning in school.

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

Children thrive in a safe, secure and vibrant environment. They embrace their time with the childminder and are eager to attend, many children confirm when they will be returning and clearly show their reluctance when it is time to leave. Children demonstrate a very strong sense of belonging in this stimulating, child centred environment. All children are collected from a local school and as they enter the childminder's home, there is an immediate hive of activity as the house comes alive. Children move purposefully selecting preferred activities, seeking out resources and choosing how and where they want to spend their time following their day at school. A general buzz of contentment and excitement fills the air as children share details of their time in school and look forward to the evening ahead.

The childminder cares for a high number of children over five years and this enhances the provision for children in the Early Years Foundation Stage as they enjoy the support and reassurance given by older children within the group. The childminder is an exceptional role model who values children's individuality, as a result older children are keen to help and care for younger children. For example, older children ensure those who are under five are fully engaged in the game of 'food bingo', calling the name of the item and overseeing the cards of the younger children helping them find the correct item. Relationships are a key strength within this setting and children's personal social and emotional development is exceptionally well fostered. The childminder knows each child very well, she understands their personalities and continually promotes their self-confidence and self-esteem. Praise is routinely and consistently given and children take pride in what they do, for example, calling for the childminder to take a photograph of their model.

The childminder thrives within this busy and bustling environment, happily responding to the continuous questions and requests for assistance. She ensures each child is happily occupied and agrees boundaries with children in advance to help prevent any unwanted behaviour. For example, time on electronic games is limited, this is explained clearly to children in advance to help prevent unwanted behaviour when their time is up. The childminder is mindful of children's reluctance to leave the electronic game and enthusiastically suggest alternative activities to help alleviate any disappointment. The childminder's home is very well used. Children have the opportunity to relax in the childminder's lounge or utilise the area to rehearse a show. The main play area provides opportunities for children to read, complete puzzles, play games, build models, play with imagination or enjoy a

game of snooker. The dining table is well used for creative activities and children delight as they build and colour their cardboard animals. Children enthusiastically show parents what they have done and can't wait to take their model to school for 'show and tell'.

The childminder has an excellent knowledge of the learning and development requirements for the Early Years Foundation Stage. She is highly committed to working in partnerships with others and takes a lead role in establishing effective working relationships. As a result she is able to ensure progression and continuity in children's learning and care. Meaningful observations are continuously completed and the childminder carefully considers children's individual capabilities when planning for their future learning. Children have excellent opportunities to practice and refine new skills from school. The childminder is aware of key targets in the development of children's communication language and literacy and works along side the school to increase their knowledge and understanding of letter sounds. Planned activities help consolidate what children have learnt, for example, the childminder provides sequencing and sorting activities linked to 'Goldilocks and the Three Bears' to support what the children are learning in school.

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	1
The effectiveness of the setting's engagement with parents and carers	2

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	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	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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