

Inspection report for early years provision

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Inspection date	08/02/2011
Inspector	Lesley Bott
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 was registered in 1983. She lives with her husband and adult son in Radcliffe, a suburb of Bury.

The purpose-built playroom and bathroom facilities on the ground floor are used for childminding purposes. There is a rear garden available for outdoor play.

The childminder is registered to care for a maximum of six 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 three children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to seven 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 childminder provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has a comprehensive understanding of the Early Years Foundation Stage. She uses this and her extensive knowledge of each child to ensure that their needs are consistently met and that they are offered a wide range of activities that successfully promotes their welfare and learning. The childminder's exceptionally professional approach to her work enables parents to feel confident in her, and excellent procedures support the exchange of relevant information about children and promote the provision of consistent care and support. The childminder diligently reviews her work and has a positive approach to self-evaluation. This approach enables her to build a thorough picture of her practice and prioritise improvements, thereby, maintaining a service which is highly responsive to the needs of children and their families.

What steps need to be taken to improve provision further?

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

- ensure that the latest registration certificate is displayed.

The effectiveness of leadership and management of the early years provision

The childminder has a comprehensive awareness of all safeguarding issues and how to implement the processes in place. Well written policies and procedures are implemented consistently to ensure that any concerns would be dealt with

effectively. The childminder supervises children extremely well indoors and outdoors and takes effective steps to ensure they are safe. Close circuit television ensures that she is aware of visitors to the front of the house, and this can also be changed for her to view the rear garden to ensure that children are well supervised at all time. Children clearly benefit and thrive as a result of the setting they are in, as the furniture and equipment are of good quality and suitable for the ages of children to support their learning and development. The highly stimulating and welcoming environment fully reflects the children's backgrounds and that of the wider community. The childminder's exceptional organisation of the educational programme allows the children to receive a rich, varied and imaginative experience. Observations and assessments are used effectively to guide planning, and the childminder is able to demonstrate how young children learn and progress. Parents and carers receive daily diaries and monthly summative reports on their children's learning to ensure that they are actively involved in their child's learning. The highly inclusive system of communication in place ensures that the individual needs of all children are extremely well met.

The childminder sets a high aspiration for quality through ongoing improvement and a strong commitment to equality and diversity. Risk assessments and actions taken by the childminder to manage or eliminate risks are exemplary as the environment is utilised to its full potential to provide children with choices about where and with what they wish to play. Children are able to take on a role in their learning as they have the opportunity to take their learning outside in the garden as well as being indoors.

The childminder is exceptionally well organised and highly motivated as she regularly attends training to update her knowledge and expertise to enhance her excellent practice. She has recently become an accredited childminder and now offers funded places for three and four-year-old children. She eagerly implements ideas and recommendations into her practice when offered support from the Early Years to offer the best opportunities for children's development in all areas.

The childminder treats all children within her care as an individual and has an outstanding awareness of issues relating to anti-discriminatory practice. This knowledge helps to support her in providing a service which is inclusive for all children and their families. The planning process that the childminder has incorporated into her practice ensures that relevant activities always offer children superb support. Children feel valued and their self-esteem is promoted because they are constantly encouraged to understand and respect each other and are fully involved in decision making and activity planning.

Parents and carers receive daily diaries and monthly summative reports on their child to ensure that they are actively involved in their children's learning. The highly inclusive system of communication in place ensures that the individual needs of all children are extremely well met. Care is further promoted as the childminder has established purposeful working relationships with other settings providing Early Years Foundation Stage care for the children. Paperwork offered to parents is of the highest quality and the noticeboard displays all current information. However, the childminder was not displaying her latest certificate to

ensure that parents and carers were kept informed on her conditions of registration.

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

Children thrive in the highly stimulating environment. All make excellent progress due to the childminder demonstrating a comprehensive knowledge and understanding of the Early Years Foundation Stage. She implements rigorous assessment procedures into her practice, and uses this information to record her tracking for individual children to fully promote their development. This ensures that the childminder is fully aware of where each child is in their learning journey.

Children thoroughly enjoy the positive benefits of exercise, and fresh air as they move around indoor and outdoor, experiencing free flow. They know and understand the routine, and are quite capable of putting their shoes and coats on which are all stored at their height. All children are able to develop skills for the future as they solve simple problems. For example, as younger children enjoy a musical bus, using initiative, understanding that pressing the buttons will start the music and talking again. They take part in a range of interesting activities and experiences that help them to value diversity. They use a variety of different media to decorate Chinese dragons and lanterns to mark the celebration of Chinese New Year. Innovative posters on diversity adorn the walls in the dedicated play room which help initiate discussions and encourage children to develop knowledge about how others live and to respect similarities and differences.

The childminder's excellent interaction with children aids the development of their communication skills. The children and childminder use language confidently and imaginatively, explaining what they want to do and how. The older children made a decision to go outside and, while playing in the sand, they burst into song singing various verses of 'The Wheels on the Bus'. Their independence is promoted very well as they play an active role in the preparation of their snacks, recognising the need to be careful with the knife when they butter their toast or slice the fruit.

Children play an active part in all aspects of the bright and vibrant setting. They are encouraged constantly by the childminder to express themselves and their opinions are taken on board for the daily activity, sometimes changing completely from what was originally planned. Children play creatively in all areas of the provision. They were very excited at the Thomas the Tank play dough, and reminded by the childminder to use the skills they developed when they recently made biscuits with the roller and cutter.

The childminder is currently working with parents of the older children in developing their understanding of 'more than' as they increase their mathematical knowledge. Children are active learners, creative and think critically as they choose to sit at the computer, extending their experience and developing their independence. They independently choose the programmes they want to open, demonstrating very skillfully how to work the mouse and work through the process of the programme.

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	1
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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