

Inspection report for early years provision

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Inspection date	15/12/2011
Inspector	Angela Rowley
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 1991. She lives with her husband and adult sons in Lowton, Greater Manchester. The whole of the ground floor is used for childminding in addition to the bathroom on the first floor. There is a fully enclosed garden 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 four children in this age group, mostly on a part-time basis. She also offers care to children aged over five years to 11 years and currently has seven children on roll in this age group in total. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children.

The childminder is a member of the National Childminding Association (NCMA). She holds an early years qualification to level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's excellent understanding of the requirements of the Early Years Foundation Stage results in an extremely well-organised provision. The welcoming and vibrant learning environment, along with impressive planning for play and additional experiences, enable children to make outstanding progress. The experienced and motivated childminder uses her partnerships with both parents and professionals to their best effect to meet children's individual needs and to safeguard and promote their well-being. The childminder is highly motivated and her commitment to training and development results in sustained improvements which have some outstanding impact on provision for children.

What steps need to be taken to improve provision further?

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

- monitoring and evaluating the effectiveness of the equal opportunities policy, considering how any reasonable adjustments can be made so that the premises are suitable for children with disabilities.

The effectiveness of leadership and management of the early years provision

The childminder has an impressive working knowledge of safeguarding issues because she has maintained and broadened her child protection training and works closely with other agencies, such as local children's centres. She implements an

extensive range of documented policies and procedures, clearly linked to those of her Local Safeguarding Children Board and has an impressive understanding of the roles of associated professionals. Records also include comprehensive risk assessments of the premises and outings, which inform thorough daily checks and practices to keep children safe. The high priority given to ensuring children feel safe in the setting results in some exceptional support for children. The childminder promotes children's health and well-being excellently. Systems to obtain a wealth of written information to safeguard their welfare are in place and the childminder implements very effective procedures to promote good hygiene.

The childminder provides a very welcoming environment where every child matters. Posters and resources depicting positive images of diversity, along with pictorial signs to facilitate communication, promote a clear sense of value for all. The childminder ensures every child has access to good quality play materials which are very well-planned to promote their learning, although she has not fully evaluated the accessibility of her setting with steps to access both the garden and toilet facilities. The childminder's excellent understanding of observation and assessment systems to plan for individual learning needs helps her significantly narrow the achievement gap. Right at the start each individual child's needs and preferences are established with their parents through a very well-planned admission process. Daily diaries, in addition to verbal exchanges and summative assessments, with regular planning for children's next steps and associated activities, keeps parents extremely well informed of what their children can do and the progress they are making. Her relationships are very secure and founded upon excellent communication. She uses what she knows to help guide parents' practice in order to improve outcomes for their children, and provides leaflets and written information she has obtained through her links with local children's centres. Their written comments to the childminder include 'she has helped me more than the professional role dictates'. Parents' views about the provision are highly positive and demonstrate their high levels of satisfaction. They comment on the excellent partnerships between the childminder and other practitioners involved in children's care in planning for the continuity of children's care and learning experiences.

The childminder's commitment and dedication to bring about continual improvements and provide the best service she can results in some very well-organised provision and outstanding outcomes for children. She develops ambitious plans, and since her last inspection has achieved an early years qualification to level 3, which has helped to underpin her expertly evaluated observations of what children can do and extensive planning for their individual learning. Through her ongoing training and links with other settings she has an excellent understanding of what outstanding practice looks like and continually seeks to improve her provision in line with this. She evaluates effectively and has, for example, significantly improved children's access to outside play by recently having an all-weather surface fitted.

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

The exceptional organisation of the educational programmes reflects rich and varied experiences that clearly provide for all areas of every child's learning. Thoroughly evaluated observations of what children can do underpin the childminder's practice and, as a result, she has an impressive understanding of each child. Assessment is rigorous and systematically tracks children's progress through the Early Years Foundation Stage. This helps her to identify learning priorities and plan effectively to promote each child's development in a way that responds to each child's interests. The learning journey records which are formed are very impressive and show how children make some excellent progress.

Children show a real interest in their environment because the childminder transforms her lounge to become a highly stimulating play space. They see their artwork, photographs and posters, with letters and numbers attractively displayed. They show an early interest in books as they freely access a wide range. They are confident explorers and show interest in the range of natural materials provided for them, such as sand and water. They are provided with boxes of items to explore and investigate and show real curiosity and delight in the cause and effect experience of touching the wind chimes and as they use, for example, magnifying glasses and torches. The childminder encourages children to think creatively. Following a visit to the fire station, for example, she supported them to make a fire engine to reinforce their experience using a huge cardboard box. As a result, children use their imaginations well in play. For example, during a theme of activities exploring holidays children take their small dolls to the beach in the sand tray.

Through the calm and nurturing support of their childminder children persist and concentrate for long periods, which helps them continually master new skills. The development of their social skills is impressive, with children rapidly learning how to make relationships with others and developing levels of independence that gives them an excellent foundation for their future learning. Learning through well-planned play and experiences, children count confidently and match and order numbers, for example, sticking individually numbered candles on the Hannukah, during Jewish festival activities. A wealth of activities support mark-making from an early stage, and by the time they go to pre-school children draw recognisable images and use print for a purpose. They play games, matching items to letter sounds and the corresponding letter, and know the sounds in their own names. They develop a real sense of value for their own individuality through, for example, activities which encourage children to value themselves. They are loved and praised enthusiastically which motivates them and they independently clap hands in response to what they have done. The childminder signed up to the local authority Children and Young People's Pledge and she seeks and respects children's views about the provision. She finds ways to give them a 'voice' and, using a special box, children post their comments.

Children frequently take part in activities which help them learn about keeping themselves safe. For example, they regularly take part in emergency evacuation

practices and they learn about road safety during walks in the community and as they play a board game with a road safety theme. As a result, when out they automatically walk on the side of the pavement away from the kerb. The childminder also provides parents with essential safety information, such as leaflets on internet safety for children. Children also have an exceptionally well developed understanding of personal hygiene routines, keen to wash hands before meals and snacks, using the selection of different coloured and scented soaps in the bathroom along with individual hand towels. The childminder promotes healthy lifestyles and children take part in activities which help them recognise the effects of physical exercise on their bodies along with 'good' and 'bad' foods as they engage in the game and, play role play doctors, patients and dentists using specialist resources at the children's centre. Children know where food comes from and have grown lettuces in tubs in the garden.

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	2
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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