

Inspection report for early years provision

Unique reference number	EY235497
Inspection date	11/12/2008
Inspector	Mary Kilroy
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 was registered in 2002. She lives with her husband, an adult daughter and two adult sons in the Urmston area of Trafford. The self contained purpose built extension of the childminder's home and the kitchen of the main house, are used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to provide care for a maximum of six children at any one time and there are currently eight children aged 19 months, three, four aged six and two aged five on roll, who attend for a variety of sessions. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has established links with other early years settings which minded children attend and that also provide the Early Years Foundation Stage framework. The childminder walks to local schools to take and collect children. She attends carer and toddler groups and local amenities, such as the library. The family have a rabbit .

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder has developed effective systems in relation to self-evaluation to help her to monitor the service she provides and identify key strengths and an area for development. The childminder promotes children's welfare and learning in an inspiring and challenging way that provides a safe and inclusive environment and gives children autonomy in their play and excellent opportunities for making decisions and having real choices. Exemplary systems are in place in relation to planning and assessment. The children are happily engaged and occupied in a highly stimulating range of play activities and experiences. There is an excellent working relationship with parents and they are consulted and involved and kept well informed of their children's daily routines, care and learning. Children form highly effective buddying links with children not in their peer group and they thrive and learn well from older children and the positive role model set by the childminder.

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 use her good self-evaluation effectively to monitor all aspects of provision and as a tool for continuing improvement.

The leadership and management of the early years provision

The childminder's home is highly stimulating and well organised to give children exceptional opportunities to become independent and enjoy vibrant, child initiated learning, superbly supported and enabled by the childminder. The daily routine promotes children's welfare and meets their needs. All documentation is in place and there are written policies and procedures that positively promote children's health, safety, achievement, enjoyment and ability to make a positive contribution.

The childminder is very committed and enthusiastic and continually strives to improve the excellent service she provides. She is skilled in ensuring that she provides a fully inclusive environment that makes parents and children feel very secure and welcome. Parents describe the environment as the children's second home and all praise the consistent, exemplary care and high expectations and standards of the childminder, which are evident whatever time of day they visit. The childminder has developed written policies and procedures which she shares with parents. This helps to develop exceptional working relationships with them and a strong shared understanding from an early stage. Parents are provided with a wealth of information about their children's care, learning and development. They praise the lovely, warm family atmosphere and the exceptional care provided by the childminder. They see their children blossom and really want to achieve due, they say, to the childminder's natural affinity for children, her enthusiasm and the vibrant, stimulating atmosphere and play activities provided. Parents are encouraged to contribute to the learning and are asked for their opinions, they are kept fully informed and provided with comprehensive daily information on children's progress.

The childminder has developed an excellent range of resources to help children to explore and investigate. She implements an effective self-evaluation process, which involves parents, to help her monitor the service she provides. She will continue to use her good self-evaluation effectively to monitor all aspects of the provision and as a tool for continuing improvement. The childminder attends training to improve her knowledge base, and further develop her childcare practices. This enables her to meet requirements and promote outcomes for children.

The quality and standards of the early years provision

The childminder has an excellent understanding of the Early Years Foundation Stage. She plans and provides a superb range of interesting and stimulating activities to help the children make good progress across all areas of learning and development. The childminder works closely with all parents to gather comprehensive information about their children's starting points. She skilfully observes children at play and uses this information to plan for their progress and the next steps in learning. Children's assessment records include written observations and photographs. The childminder has established sound working relationships with her local school and other providers of the Early Years Foundation Stage, to ensure consistency and to make sure she complements what

they are offering.

The childminder provides a vibrant and stimulating child-centred environment for children which offers real challenges and inspires children's learning and creativity. Children are enabled to initiate their own learning and develop choice and independence as they have complete autonomy in some areas of the play room, such as the bay corner, which is set up as a shop, come café, whatever children wish it to be. They engage in inspiring and imaginative creative play there, which also encompasses every area of learning as they write menus and special offer notices, weigh, price items, discuss healthy fruit and vegetables and create menus in Chinese. They have chosen not to put up the Christmas tree yet, as it goes in the bay corner area. They may choose to do so in the future as Christmas approaches. The childminder shares warm relationships with children and they are happy and secure in her care. She dedicates time to playing with and talking to the children. She is highly skilled at finding a good balance of child initiated and adult led activities, which children can then take in whatever direction they wish. The childminder often sits at the same level as the children as they play, and responds spontaneously to their likes and interests. She knows the children very well and is able to meet their individual needs and preferred learning styles extremely effectively. As a result, the children are happy, confident, inquisitive and eager to learn.

The children have excellent first hand experiences to help them to learn about the natural and wider worlds. They enjoyed a visit to the local Chinese restaurant, where they were able to look round and were presented with a bowl, chopsticks and menus. From this, children created their own restaurant in bay corner, devising their menus in Chinese and thus learning that there are other forms of writing and communication that work effectively. They enjoy nature walks to feed the ducks and planting sunflowers in colourful Wellington boots. Children participate in comprehensive activities around seasons, time, days of the week and the weather and their learning is well supported by good books in the childminder's home and at the library. They know the daily routine well and observe the routines of birds, squirrels and the ginger cat who visits the garden daily. The children's language is well developed and they are able to understand and follow instructions. Children are developing good awareness of problem solving, reasoning and numeracy. They are learning numbers, colours and shapes well. Children know their favourite colours are blue and red and can identify them. The childminder discusses shades as well as colours with them and uses rhymes to help them remember, or compares to other things which are same colour, green for the Christmas tree, pink to make the boys wink. The child is then requested to 'find the pink bag,' which they successfully do. They are engrossed in play and have lots of fun. They talk about technology as they use the crossing button and use programmable toys and the cassette player. Children make creative treasure maps and plan safe routes to school with the childminder. They make a map to the museum when an outing is planned and they are encouraged to politely ask shop assistants for help, to foster their confidence and social skills. They learn about their bodies and how they develop control and coordination as they walk, skip and run. Children benefit from and enjoy fresh air and exercise on a daily basis in the garden, park and on walks to school. Children have many opportunities to express their own thoughts and ideas using a variety of creative materials. They have

wonderful opportunities for enhanced tactile experiences as they collect natural materials and enjoy jelly, spaghetti, baked bean play and feely boxes.

The childminder implements strategies to promote all children's social, physical and economic well-being. The children learn about good hygiene practices and personal care routines as they wash their hands and blow their noses. They are very well nourished and develop an awareness of healthy eating as the childminder provides a well balanced and nutritious diet to aid their growth and development. The childminder's home is safe and secure and has age appropriate equipment, furniture and resources, ensuring she can provide an environment where children learn good strategies and patterns to remain safe and healthy. Full risk assessments are in place for outings and the premises. The childminder has a highly effective understanding of child protection matters and procedures that ensures children's welfare is safeguarded. She acts as a positive role model for the children and they receive clear messages about expected behaviour, as a result the children are polite and behave well. A real strength of the provision is the superb, supportive and consistent relationships built between the childminder and the families that she cares for. Parents say that they cannot praise the excellent buddying system, used when children are paired with children from different peer groups on walks from school, highly enough. They give examples of the benefits to young children, who form friendships and learn so much that normally would be missed. These friendships continue in the childminder's home and include her own children, who eagerly play with the children when they come home and include them as their own family. The childminder successfully uses the information which she receives from parents to ensure all individual needs are met. These are regularly discussed and updated.

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.