

Inspection report for early years provision

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Inspection date	30/03/2011
Inspector	Diane Turner
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 has been registered since October 2003. She lives with her husband and two children aged nine and seven in Great Harwood on the outskirts of Blackburn. All of the ground floor of the childminder's home is used for childminding purposes, with toilet facilities situated on this level. There is an enclosed garden for outdoor play to the rear of the premises and two cats are kept as pets.

The childminder has a level 3 qualification in childcare and is a member of the National Childminding Association. She is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for five children under eight years at any one time, three of whom may be within the early years age group. The childminder is registered to work with an assistant when the numbers of children who may be cared for at any one time increases to seven under eight years, four of whom may be in the early years age group. The childminder is also registered on the voluntary part of the Childcare Register and is an accredited childminder who is able to offer funded nursery education. There are currently five children on roll, four of whom are within the early years age group. They all currently attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in very welcoming, calm and child-orientated setting where the utmost attention is given to recognising and nurturing the uniqueness of each and every one. Meticulous attention is paid to meeting all the requirements of the Early Years Foundation Stage ensuring all aspects of children's safety, well-being and learning are promoted in a highly effective manner. Exceptional attention is paid to engaging with all parents ensuring the care the children receive is an extension of their home life, mirroring their routines and the way their individual needs are met. The highest priority is given to monitoring the quality of the service and to promoting continuous improvement of a very high standard. Parents and children are fully involved in the process, which results in a service that is highly receptive to the views of all its users.

What steps need to be taken to improve provision further?

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

- developing further the links with providers of other settings the children also attend.

The effectiveness of leadership and management of the early years provision

The childminder's arrangements for safeguarding children are excellent. She has an in-depth knowledge and understanding of her responsibilities to protect children from harm or neglect and ensures parents and her assistant are also made fully aware of this, for example, through discussion and the sharing of her well-written safeguarding policy. The childminder manages her service in a highly-efficient manner. All documentation is meticulously maintained to the highest standard and her home is organised in a way that provides an environment that is bright, stimulating and very conducive to supporting children's learning. The childminder offers an excellent range of easily accessible resources, which is continually enhanced through the reciprocal sharing of items with other childminders.

The childminder is totally committed to providing childcare of the highest quality and her attention to detail is second to none. She uses self-evaluation very effectively to monitor the quality of the service she offers and determinedly promotes continuous improvement, which means the outcomes for children are perpetually enhanced. For example, since her last inspection she has become accredited to provide funded nursery education and has attended a wealth of training courses which she has used very effectively to develop her practice. She makes excellent use of information gleaned from various professional bodies and has clearly defined and realistic plans for future development. For example, improving the garden area has been identified as a priority to provide a potting shed and raised beds, where the children can grow plants from seeds and cuttings.

The childminder's attention to, and her success in, promoting equality and diversity in all areas of her service is excellent. Before children start the placement, the childminder asks parents to complete a very detailed 'All about me' form for their child. This provides valuable information about their daily routine, their interests and dislikes amongst a wealth of other aspects, all of which is updated on a regular basis. Activities are carefully planned to meet the children's individual learning needs and styles and they are actively encouraged to be accepting of other and to learn about the wider world in very interesting ways. For example, they visit churches and temples to join in with special celebrations, look at books and read stories about other cultures and use recipes from around the world, such as making moon cakes, as part of their Chinese New Year celebrations.

The childminder's approach to partnerships working is very good. For example, she provides work experience placements for students on childcare courses at the local college and she is an active member of the local childminding group and network. She demonstrates a tenacious approach to forging links with providers of other settings the children also attend, such as the local school nursery to promote a shared approach to their care and learning. However, these links are not fully developed. The childminder works tirelessly to promote highly effective channels of communication with all parents. She provides them with a comprehensive and extremely informative parent pack when the placement begins and daily diaries are used as a highly effective two-way communication tool. Parents are provided with a copy of the monthly planning and review sheet which details significant

achievements their child has made over the previous month. This is accompanied by a selection of photographs and every week parents receive a copy of the weekly plan of activities in electronic form. Parents are very keen to express their views of the service, all of which are highly complimentary, praising the childminder's professionalism and her very caring approach.

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

The childminder has an excellent understanding of the Early Years Foundation Stage and how children learn and develop. She offers a wide range of interesting learning opportunities and is highly skilled in her interaction with the children, demonstrating quite clearly how she links activities to all areas of learning. For example, she offers painting activities for the very young ones, discussing how she has given them a large sheet of white paper and how the paint is yellow like the Easter chicks they have been learning about. She shows them how to make a circle as she squeezes the paint from the bottle and then gives the children time to explore the texture of the paint and to extend their learning by introducing simple tools for them to use, such as sponge rollers and 'dabbers'. The children show sustained concentration as they take part in the activity and demonstrate pleasure and excitement with the finished result. The childminder acknowledges their efforts with an abundance of praise which raises their confidence and self-esteem very effectively. The childminder puts a phenomenal amount of effort into maintaining the children's records of progress. This results in an extremely detailed and accurate record of their learning and development and also provides a treasured memento for parents of their children's formative years.

The childminder gives high priority to promoting the children's development in communication, language and literacy. For example, she provides an excellent range of books for them to choose from which they clearly enjoy using. They visit the library each week, taking their books home to share with their family and celebrate events, such as 'World book day'. The childminder states that it is of paramount importance that the children feel safe and secure in her care. For example, she ensures they learn to follow safe and responsible practices. She explains sensitively why they need to tidy away the toys after use to prevent trips and falls and practises the evacuation procedures for the home with them on a regular basis. This is backed up by exciting visits to the local fire station. As a result, the children are completely at home in their surroundings and their behaviour is exemplary. For example, without any reminding they take off their shoes and to put these away in the cupboard with their coat on arriving back from the nursery run.

The childminder provides an abundance of opportunities for the children to follow a healthy lifestyle. For example, they enjoy fresh air in all weathers, make regular visits to the local parks to use large play equipment and explore the nearby woodland. They take part in a 'Gym tots' session each week and giggle with delight as they play with balloons indoors, demonstrating that they are developing very good physical skills. The children have an excellent understanding of following

effective hygiene procedures. For example, the youngest ones spontaneously hold their hands out at snack time ready for the childminder to place the sanitizer gel on them, listening with great interest as she reminds them that this gets rid of 'nasty germs'. During role play the children actively take on the role of a doctor, making sure they put on their protective hat and coat first, demonstrating a very good understanding of the purpose of instruments, such as a stethoscope. The childminder is committed to ensuring the children are offered nutritious meals and snacks and she involves them fully in the preparation of these. For example, they help to peel and cut up the fruit and vegetables and make their own pizza.

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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