

Inspection report for early years provision

Unique reference number	EY269499
Inspection date	30/03/2012
Inspector	Lynne Woods
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 was registered in 2004. She lives with her three children aged 12 and 14 years and one adult child, in Little Sutton, Ellesmere Port. The whole of the ground floor is available for childminding purposes and there is a secure outdoor play area. The childminder walks, or drives, to and from school and also takes the children to local places of interest. The family has a pet dog, a rabbit and tortoises.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of six children under eight years of age. There are currently two children on roll in the early years age range. Children attend on a part-time basis.

The childminder is a member of the National Childminding Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Strong management and highly organised documentation supports the delivery of an outstanding service. Consequently, every child in the childminder's care makes excellent progress across all aspects of their early education. The childminder rigorously follows robust safeguarding procedures that protect children. The childminder shows an outstanding commitment to continuous improvement and personal development, which significantly enhances the quality of care the children receive. The excellent partnerships with parents and other care providers positively impacts on the outcomes of children attending.

What steps need to be taken to improve provision further?

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

- extending the range of natural resources to support children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder is committed to providing high quality care for children. She fully understands that her key responsibilities are aimed at safeguarding children, promoting their welfare and enhancing their individual learning and development. An extensive range of detailed policies and procedures, which are regularly reviewed, are in place and are shared with parents and carers. The childminder's home is secure and closed-circuit television has been installed for added security. All adults in the household have undergone relevant vetting and checking

procedures to ensure children's safety. Detailed risk assessments are carried out, both on and in relation to outings off the premises to identify and minimise hazards to children. Robust procedures for outings include the children wearing key fobs displaying the childminder's mobile number. She also carries contact details for each child about her person and secured in the car in the event of an emergency.

The childminder's home is very welcoming, with a wide and varied selection of superior quality, manufactured resources available for the children to select from; there are fewer natural resources. The conservatory has a wide range of posters that have been made by the childminder and the children. These display a range of environmental and positive images reminding the children that they are in a 'caring and sharing' setting. Resources that are stored in boxes are clearly labelled with a picture and the name of the contents, these are organised on open shelving. The childminder also has a photographic inventory of resources; therefore, children are helped to make independent and informed choices. Children's photographs and art work are displayed in the conservatory which celebrates the children's creativity and achievements, thus contributing to their self-esteem and sense of belonging.

The childminder actively promotes equality of opportunity and is wholly committed to challenging any discriminatory behaviour, or comments, in order to promote children's self-esteem and self-worth. Inclusive practice is inherent in the childminder's practice as she ensures all children are wholly supported in reaching their full potential. The childminder is a highly reflective practitioner, monitoring and evaluating her provision for children in a robust and self-critical manner in order to bring about further improvement. She attends many training courses, carefully selected to develop her skills and confidence, which enhances outcomes for children.

Respectful relationships are fostered between the childminder and parents and carers. They express great satisfaction with the service offered, commenting on how welcoming and flexible the childminder is. They also state they are reassured by her professional manner and the sharing of policies prior to their children starting. Strong partnerships are fostered with other provision and settings which some children attend; these contribute to the child's continuity of care and extend their learning and development. For example, the childminder uses information from these settings to enhance and embed children's learning in a fun way.

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

Children move freely around the ground floor of a very welcoming, clean and comfortable home. It is organised effectively to meet the care and learning needs of those attending and actively promotes their independence. Children are able to access the inviting outdoor play area independently directly from the conservatory. Children clearly understand how to keep safe as they use safety scissors to cut play dough and take care as they make model aeroplanes from recycled materials. Children exercise in the fresh air, participating in activities from the active play pack, throwing and catching the ball which promotes their health and develops

physical skills. The childminder effectively uses the resource pack from the 'Active play' course to successfully promote being healthy in garden. Additionally, children make their own choices about what to eat and have their own individual towels to prevent the risk of cross-infection. One of the strengths of this setting is the excellent way activities are linked to promote learning in all six areas of learning. The childminder implements a robust cycle of child observation and assessment. The children's portfolios clearly record their achievements on entry and identify the next steps in their learning which contributes to the excellent progress that the children make whilst in the care of the childminder.

The children attending receive their funded early education at the local playgroup and this is extended by the secure links between the childminder and the setting. The childminder has an excellent understanding of child development and uses her expertise to meet the individual needs of children. She thoughtfully plans and provides resources for both indoor and outdoor activities, which promote and extend their all-round development. Children are fully engaged in an excellent range of learning opportunities, expertly planned to build upon their interests and next stages of development. This means they are fully challenged and develop positive attitudes towards learning and development. For example, a child that wanted to dig in the flower borders is provided with a deep tray of compost and a range of tools to dig and explore the concept of volume with the different sized buckets and become involved in caring for the young plants. Children develop their knowledge and understanding of the world as they enjoy a range of outings to the local woods and playgrounds. The childminder facilitates frequent visits to the zoo, including daily visits after school as the children excitedly anticipated the arrival of a baby elephant. The childminder interacts exceptionally well with the children, promoting their self-esteem and extending their vocabulary. Children develop exceptionally good skills for the future as they play shop in the role-play area and help to make their own lunch. They thrive in an atmosphere of mutual respect. The children's sense of belonging is fostered as they host their special birthday tea and eat the sandwiches and cakes they have prepared.

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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