

Inspection report for early years provision

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Inspection date	17/06/2010
Inspector	Rasmik Parmar
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 2006. She lives with her husband and two children aged eight and two years in a house in Baxenden, Accrington, Lancashire. The whole of the ground floor and the bathroom and two bedrooms on the first floor are available to children. There is a secure garden available at the rear of the house for outdoor play. The childminder is close to local amenities, including a library, parks and shops.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than two of whom may be in the early years age group. She is currently minding three children in this age group. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder has regular contact with other registered childminders and is actively involved in the running of a local toddler group. She is a member of the local childminding network and receives support from the Early Years Development and Childcare Partnership. The childminder has a First Class Honours Degree in Psychology and has ten years experience as a nursery teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in all areas of their learning and development as the childminder has an excellent understanding of the Early Years Foundation Stage. Children's needs are being met exceedingly well as the childminder fosters their individuality and works very closely with parents to ensure continuity of care. The childminder demonstrates a very strong commitment to reflective practice as part of continuous improvement, resulting in better outcomes 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:

- develop further the use of self-evaluation to identify strengths and priorities for future development.

The effectiveness of leadership and management of the early years provision

The childminder gives high priority to keeping children safe from harm. She has a thorough understanding of safeguarding issues and is fully aware of her responsibilities. She maintains a detailed written child protection procedure, enabling her to react promptly if she has cause for concern. She ensures children

are very carefully supervised at all times. She carries out daily checks of all areas of her home to identify and rectify potential hazards as they arise. Comprehensive written risk assessments on the areas used by children and for all outings are undertaken regularly. The childminder maintains comprehensive written policies and procedures to underpin her practice. She keeps all the required documentation up to date and stores these securely to maintain confidentiality. This results in the highly efficient running of the setting. The childminder holds a current first aid certificate and has excellent systems in place to help her respond in an emergency or if she needs to administer medication. This means that children are well protected if they have an accident or are ill.

The home is very well organised, allowing children to move around freely. There is a comprehensive range of age-appropriate resources available, which are well maintained and meet the needs of children attending. She provides an extremely welcoming and very inclusive environment, where children are able to feel relaxed and at home.

The childminder develops excellent relationships with parents to support her in meeting children's individual needs, which securely promotes consistent care and inclusion. Individual needs are very well met as she has high regard for the requirements of parents and their children. Parents are provided with a very detailed feedback on a daily basis about their child's progress towards the early learning goals. They are encouraged to be involved and support their child's learning by reviewing their child's assessment records, which are used as a reflective tool for discussion about further development.

At present minded children do not have any additional needs or speak English as an additional language. The childminder understands the importance of working with different agencies in order to meet the specific individual needs of the child. At present one minded child attends another setting, such as a school, and the childminder has established a three-way dialogue with the school and parents to promote aspects of the child's learning. The childminder works in partnership with the school and has helped parents establish a strategy by developing an Individual Education Plan to help promote the child's learning.

The childminder has a good commitment to further improving her provision and seeks feedback on her practice from parents. The written feedback received indicates parents are extremely happy with the care and support their children receive. The childminder evaluates herself through reflective practice, but does not have a formal system for self-evaluation. She continues to develop further through discussion with other childminders and from monitoring visits from the local childminding network. Professional development is ongoing and since her last inspection the childminder has attended a number of training courses, for example, relating to the common assessment framework and safeguarding children.

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

The childminder has comprehensive systems for monitoring and recording children's progress towards the early learning goals. Her fundamental knowledge and understanding of the concept of play-based, active and child-initiated learning is key to the rapid progress that children are already making. Children are making excellent progress in their development and learning, as the childminder provides a stimulating and interesting learning environment full of exciting activities and equipment which is effectively deployed. She has excellent knowledge of all of the areas of learning and uses this to plan stimulating activities suitable for all of the children who attend. She has a very good understanding of children's individual interests and abilities, and she skilfully uses this knowledge to ensure that all children participate in a meaningful way. Activities are planned that cover all six areas of learning and the childminder also takes into consideration any changes or specific interests. She ensures activities flow with the children's interests so that they remain engaged in the learning experience and are motivated to continue. This means that children make excellent progress, given their age, ability and starting points. The excellent range of carefully planned activities and learning experiences that the childminder provides gives children an excellent basis for their future learning. Planning identifies and meets children's individual needs and observation and assessments records are used exceptionally well.

The wide range of accessible play and learning resources, the freedom to move in between indoors and outdoors, along with the childminder's adaptations and extensions to activities, provide a wholly inclusive play and learning environment. Activities that centre around children's interests excite them and mean that they look forward to coming to her home. Within themed, topic based activities children access all areas of the curriculum, for example, writing and mark making, counting and calculating, experimenting and exploring, reading and using technology. Squabbles are few because there is something to interest each individual child. Their self-esteem and sense of belonging are raised by the vibrant displays of their own artistic creations and photographs of themselves in their assessment records. The childminder encourages children to be active learners, using a wide range of activities and her skill of interacting and extending their development through play. Children enjoy constructing and modelling with a wide range of materials and younger children enjoy exploring texture and form through the natural materials provided. The childminder also attends other local childcare groups and visits places of interest with children, successfully extending their learning opportunities and increasing their knowledge of the local community. The childminder actively introduces children to learn about the wider world by introducing them to at least one cultural festival each month. Children have celebrated the Chinese New Year by making dragons and played with powder paints during the Indian festival, Holi.

Consideration is given to ensuring that children understand the importance of adopting a healthy lifestyle. They are given a good level of encouragement to develop personal hygiene, washing their hands after using the toilet. They enjoy freshly prepared and very nutritious snacks and meals and have constant access to drinks. Children taste different types of fruit and vegetables. Children are also

taught about the importance of regular exercise. The outdoor area is an extension of the indoor area with a good range of resources for the six areas of learning. Interesting activities allow children to enjoy and have fun while developing their physical health. Children participate in learning about the life cycles of mini-beasts, such as watching caterpillars transforming themselves into beautiful butterflies. They have also seen sunflowers grow tall and grown herbs and strawberries.

Children are taught how to keep themselves safe as they understand the boundaries within the home and listen well to the advice and guidance they receive. Children learn about the hidden dangers during daily walks within the community and learn to stay close to the childminder. They learn about the importance of following road safety rules, and what to do and where to go in the event of a fire through regular evacuation practice. Children are well-behaved, friendly and sociable. They learn good manners and are developing skills, such as becoming independent, in all aspects of their daily lives, which contribute to preparing them for the future.

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

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of partnerships	2
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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