

Inspection report for early years provision

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Inspection date	12/01/2010
Inspector	Lynne Naylor
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 2006. She lives in Preston with her partner and child, aged 11 years. The whole of the ground floor of the childminder's house is used for minding. 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. She is currently minding three children in the early years age range. The childminder is registered on the Early Years Register and is a member of an approved childminding network. She is able to receive funding for the provision of free early education, to children aged three and four years. She is also registered on the compulsory and voluntary parts of the Childcare Register. The family have two dogs and a cat as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides high quality care and education in a comfortable, inspiring learning environment. Partnership with parents is strong and the childminder provides an inclusive and extremely welcoming service. She makes exceptionally good use of a wide range of resources and plans interesting, appropriate learning experiences. These are based on the children's interests and learning styles, as well as their developmental needs. Self-evaluation is highly effective and leads to further developments that have a beneficial impact on children's welfare, care and development.

What steps need to be taken to improve provision further?

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

- extend opportunities for parents and carers to agree next steps in their children's learning and development, to contribute to the evaluation of the service.

The effectiveness of leadership and management of the early years provision

The childminder prioritises children's safety and follows stringent procedures to promote children's well-being and good health. Visual daily risk assessments and steps to safeguard children are strong, which means outdoor and indoor spaces are suitable and safe. Risk assessments for each type of outing are in place and a comprehensive written risk assessment, which details actions taken to eliminate and manage risks in the home, have been shared with parents. High quality accommodation is maintained in relation to space and comfort. The whole of the ground floor rooms are exceptionally well organised and attractively resourced,

with high quality equipment to support children's independent thinking and learning across all areas of the curriculum. Excellent provisions of natural and everyday objects and materials, enhance the quality of learning opportunities for the children.

The childminder is qualified in childcare and keeps her knowledge and understanding up-to-date in many ways. She belongs to an approved childminder network and meets regularly with other professionals to share good practice and discuss relevant issues. She works closely with parents, to successfully promote the welfare of all children and foster an inclusive environment. A wealth of information is shared with parents in a wide variety of ways, that help the childminder provide appropriate learning experiences. In the reception area of the childminder's home, each child has an accessible tray with their record of achievement, daily diary, information sheets and a laminated card, on which the childminder jots down relevant information gained from the parent on arrival. She uses this to build into the day's planning, keeping the activities and conversations with the child relevant to their home life. The childminder clearly evaluates all aspects of her service and has begun formally including the views of parents. Parents comment in questionnaires that they are very happy with the care and education their child receives.

Records, policies and procedures are well maintained. The notice boards provide good quality information about the setting and the Early Years Foundation Stage framework. The childminder has addressed the recommendation, regarding the written evacuation procedure made at the last inspection and has clear targets for development. She is currently refining systems, such as the self-evaluation, to better include the views of parents and records of achievement, to monitor children's progress. Although no children attend other settings, the childminder has considered how she will develop links with other providers delivering the Early Years Foundation Stage.

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

The childminder has a confident knowledge of the Early Years Foundation Stage learning and development requirements. She sets up the whole of the ground floor with a great deal of care and insight into how to stimulate children's interest. She provides a balance of adult-led and child-led activities that foster active learning. She makes excellent use of observation and assessment systems, as well as information from parents, to guide the planning for individual children. Therefore, the planned experiences are firmly based on her knowledge of each child's preferred learning styles and stage of development, and well matched to children's interests. The childminder is exceptionally skilled at promoting learning through play and linking experiences to each child's home life.

Children are cared for in an environment kept clean through stringent hygiene practices. The childminder implements effective policies and procedures, to promote children's safety and well-being. Children demonstrate a clear sense of confidence and security, as they move around the setting communicating with

each other and the childminder. Children are active learners and demonstrate their understanding of safety issues as they play, for example, during a craft activity, they talk about how to use scissors safely. Children engage in a wide range of physical activities, both indoors and outdoors. The childminder actively develops children's confidence to make decisions and supports them to take some risks, such as, walking across the snow in the garden. Weekly experiences, such as, baking and chopping vegetables, teach children about safety and healthy food choices. Children eat healthily. They bring a packed lunch from home and enjoy nutritious snacks provided by the childminder, such as, chopped grapes, kiwi, orange segments and hot cross buns.

Children's creativity is fostered. They make their own sounds, using a range of instruments and engage in activities, such as, painting, drawing and craft activities at the table. They play imaginatively with small world toys and in a range of well resourced role-play situations linked to themes, such as the post office. Children are developing excellent skills for the future. They behave and work very well independently and with each other, even young children demonstrate their understanding of the need to negotiate, for example, to have a turn sitting in the box. Children make very good progress in numeracy, communication, language and literacy. Children learn about their locality and gain an understanding of the world on regular visits to the park and toddler groups. They learn about the wider world through the sharing of festivals and through resources that reflect difference and diversity.

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

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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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