

Inspection report for early years provision

Unique reference number	EY341888
Inspection date	15/02/2011
Inspector	Lesley Sharples

Type of setting	Childminder
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E: enquiries@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 has been registered since October 2006. She lives with her husband and their two children, one adult and one age eight years. The family home is in Adlington near Chorley. It is close to open spaces, schools, library, Children's Centre and indoor children's activity centre. The whole of the ground floor is used for childminding comprising the kitchen and dining area, lounge, playroom and the dining room (used as a quiet room). Toilet facilities are available on this floor. There is an enclosed garden to the rear of the home.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. Registration is for a total of five children at any one time. Currently there are five children on roll, four of whom are within the Early Years Foundation Stage age range. The childminder also offers care for older children over five years. The childminder supports children who have special educational needs/disabilities.

The childminder is qualified with BTEC Level 3 in Early Years Care and Education. She is a member of the National Childminding Association as well as the local childminder network and is also an accredited childminder offering early education to three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder places a strong emphasis on valuing individual children. She uses her extensive knowledge, skills and enthusiasm to support children's learning and development and they are making excellent progress. Partnership with parents is exemplary, achieved through sharing a wealth of information. The safety and welfare needs of children are mostly met through highly effective procedures and practices. Very good systems are in place for self-evaluation, ensuring there is continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop opportunities for self-discovery play with natural materials
- further promote the partnership working with other providers of the Early Years Foundation Stage

The effectiveness of leadership and management of the early years provision

The childminder ably demonstrates her knowledge and commitment to ensuring children are safeguarded. She is fully clear about her role and responsibilities should there be any child protection concerns and training is kept updated. She displays contact telephone numbers on the flow chart so they are easily to hand. Documentation is very well maintained and organised. Robust risk assessments are fully completed to eliminate hazards and ensure children's safety both on and off the premises. The deployment of resources enhances all aspects of practice, as the childminder has given her utmost consideration to ensuring an inclusive environment, where children feel a real sense of belonging. They recognise themselves in photographs and know where their Wellingtons are kept. All furniture, equipment and resources are of high quality and fully suitable and the environment is superbly conducive to promote children's learning.

Partnership with parents reflects the highly positive relationships formed. This is achieved through the extensive effort the childminder makes to ensure they are kept thoroughly informed about how children spend their time. Parents express their gratitude for the daily diaries and they take their child's learning journey home each term. Their views are sought within questionnaires including any feedback gathered from their children. Parents have their own information wall and table in the entrance area which displays a wealth of notices and booklets for their use, for example fire safety. The childminder shares her policies and procedures, information about the Early Years Foundation Stage and her last report within the parent file. Photographs on display illustrate activities children engage in under the six areas of learning, further informing parents about the work of the childminder. Partnership with other settings where children attend who also deliver the Early Years Foundation Stage is developing. The childminder takes the time to talk with the teacher when taking children to school and has devised a home-link book. Partnership working with other professionals is via parents and the childminder is able to support children whilst they are with her and contribute to their individual education plan.

The childminder is a deeply committed, passionate and knowledgeable childcare practitioner. She continually reflects on her practice and uses the childminder network assessments to identify further improvements for her action plan, for example, to build a conservatory to expand her provision. An example of a small but significant improvement is the format for sharing information about an older child from daily to a weekly overview. Both recommendations made at the last inspection have been implemented. Additionally, the childminder expands her knowledge through attendance on courses, such as 'Baby Signing' as well as becoming an accredited childminder and supporting other childminders. The childminder has identified further training needs and is booked on a Leadership and Management course in March. This reflects the childminder's continuing eagerness to improve her practice which impacts positively on the children in her care.

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

Children thrive within this vibrant, stimulating and supportive learning environment. They move about freely from room to room, each one offering different experiences. As a result, they are making excellent progress in their learning and development. The childminder has a thorough understanding of the Early Years Foundation Stage. She has developed systems to ensure children achieve as much as they can, given their capabilities and starting points. There is scope for more information from parents when children commence, about what children are learning at home. The children's individual learning journey files are extremely well presented. They contain exemplary information through well-written observations and assessment of learning, linked to the six areas of learning, fully illustrated with photographs. Next steps are clearly identified and influence planning. A monthly overview ensures gaps are identified so that all areas are covered equally. This ensures each child is offered optimal challenges which maximises their potential for progress.

Children are meaningfully engaged and spend time concentrating on their activities, such as painting and looking at books. They make decisions about what they want to do and the childminder supports and teaches children at other times. This means there is a beneficial balance of adult-led and child-initiated learning. Children receive equal attention and their uniqueness is valued. They feel secure and safe at all times, enjoying strong attachments with the childminder. She always informs them when she goes to the bathroom, so they know where she is and confidently carry on with their play. This positive sense of well-being promotes children's self-esteem and provides a firm foundation to develop.

Children love books and are absorbed when listening to stories. They show pictures and recognise different fruits and vegetables and then play with real potatoes in the role play area. They have various opportunities for mark making, such as writing menus and enjoy painting and using a purpose bought foam to explore. The childminder uses spontaneous opportunities for questioning children to help reinforce learning. Children especially enjoy the indoor water play, fishing with a net and counting the yellow ducks. The childminder responds to their requests ensuring they wear suitable aprons and is skilful in not interfering. An aspect of improvement is the development of early information and communication technology. Children know how to use a mobile phone and a camera, pressing buttons and saying 'smile'. They weigh foods on the scales and have both a simple laptop and use of a computer.

Children are learning about the wider world and others. They play with many resources and talk about pictures which reflect disabilities. For example, the 'school bus' has wheel chair access and they colour a picture of a lady with a guide dog. Children have opportunities to learn about living things, such as planting sunflower seeds and they are excited about the new wheelbarrow, gardening gloves and

implements. They are learning about sustainability as children learn to recycle by putting items in appropriate bags.

Children manage their self-care skills well. They have wonderful facilities to develop their independence when going to the bathroom and learn exceptional hygiene practices because the childminder makes excellent provision for this. They clean their teeth and use paper towels to prevent cross-infection. Children have a healthy life-style, they go out and about to visit local amenities and have easy access to outdoor play. They eat healthily and have plenty to drink to keep hydrated. Children are learning about keeping safe when they practise the emergency evacuation procedures and have the opportunity to see the fire officer when doing a house check. The childminder implements highly effective strategies to promote children's social and economic well-being. They play extremely well together and share toys. They are encouraged in using manners and the childminder consistently uses positive praise and encouragement, which creates a happy environment.

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	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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