

Inspection report for early years provision

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Inspection date	21/10/2011
Inspector	Jennifer Kennaugh
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 2006. She lives in the Clayton-le-Moors area of Accrington, Lancashire with her husband, adult son and his long-term girlfriend. The whole of the ground floor is used for childminding, with access to toilet facilities and the master bedroom on the first floor. The family has several pet dogs, which live in accommodation separate to the main rear yard with no access to the house. Local amenities, such as, schools, children's centres, parks and libraries are within walking distance. The childminder is registered on the Early Years Register and both parts of the Childcare Register. She can care for a maximum of six children under eight years at any one time, of which three can be in the early years age group. There are currently three children on roll of which two are in the early years age range.

The childminder is a member of the local childminding network and is accredited to provide nursery education for three to four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder promotes individual children's welfare and learning exceptionally well. Excellent systems are used to gather information from both parents and children in order to meet individual needs. The childminder has a robust knowledge of how to deliver the Early Years Foundation Stage, and children experience excellent outcomes in learning and development. Expectations for children are high and they are very happy and secure in a welcoming and inclusive environment. Parents are exceptionally well informed of their children's welfare, learning and routine on a daily basis and there are excellent links with other agencies to promote continuity and high quality outcomes for children. Self-evaluation and monitoring systems are highly successful at raising practice, demonstrating a superb commitment to 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:

- developing opportunities for open-ended play with flexible resources.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the childminder has many comprehensive and detailed policies to ensure children's welfare. All adults living on the premises are suitably vetted and the childminder undertakes

extensive training to further her knowledge of safeguarding and child protection. Risk assessments are thorough for the premises and all outings. All statutory requirements with regard to documentation are met, ensuring the safe and highly effective management of the childminding setting.

The childminder makes excellent use of the resources available to her, especially with regard to training, as she attends many courses on diverse topics, such as, early years theorists and working with parents to name but two. She has a wide range of toys and resources on the premises to deliver the Early Years Foundation Stage and also operates a library system so that parents can share books with children, playing an active role in helping them be involved with children's learning. The outdoor provision is especially well equipped and is used in all weather to support children's development. The childminder makes some resources to promote learning, including an inspiring "Children around the World" book, which contains photographs of children taking part in activities to celebrate many festivals, such as Yom Kippur and Eid al Adha, along with information about the festivals. This is a record of the setting's commitment to promoting diversity and also enables children to learn about the passage of time as they see themselves change through the book.

Highly effective links are formed with parents, because the childminder has excellent systems for obtaining and passing on information to parents on a day-to-day basis, including daily routine information and progress records. Parents provide daily feedback through the files, which are used to inform the childminder's planning for the children and they can also add information to the learning record. Questionnaires are used regularly with parents and older children to seek their views. Younger children use a "wish catcher" to inform the childminder of outings or activities they would like, giving them a voice in the setting. The exceptional approach of the childminder towards information exchange, means that all children's individual needs are taken into account, so that they are fully involved in the setting.

The childminder has made exemplary progress since her last inspection which is demonstrated by her accreditation to provide nursery education for three to four year olds and her membership of a quality assured childminding network. She uses a self-evaluation form to examine her practice and review it. The childminder has a wealth of links with local schools, children's centres and other professionals in order to maintain the outstanding quality of outcomes for children and provide continuity when they go to full-time school.

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

Children show they feel safe with the childminder by thoroughly exploring the indoor and outdoor environments in their play. They respond happily to adult talk and take minor risks in climbing onto a footstool, secure in the knowledge that the childminder will help if they have a problem. They handle simple implements like paintbrushes and spoons safely, as the childminder is careful to gently correct

misuse and praise children warmly when they are successful.

The childminder strongly emphasises outdoor play in order to meet the needs and interests of children in her care and often arranges entire mornings outside in the attractive, secure rear yard. She plans for children's interests by providing a bubble machine for them to chase bubbles from and lots of wheeled toys for them to ride and push. In addition, to extend creative and physical development, she sets out painting on a large cardboard box and the sand and water trays with appropriate toys. Children delight in painting all over the sides of the box and become absorbed in the sand and water play, extending their knowledge and understanding of different materials. Everyday factors like weather conditions are built into activities as demonstrated by the childminder making streamer sticks from fabric and drum sticks for children to run with in the wind, so that children do not miss spontaneous learning opportunities.

Many outings are arranged to a large variety of local and distant venues, including children's science centres, farms, woods, zoos and garden centres to further children's wider knowledge of science and nature. The childminder builds opportunities for teaching early numeracy into counting rhymes whilst changing nappies or doing action songs with children. She is skilled at choosing times to build on a child's learning by talking to them about their activity but also holding back when she can see they are absorbed in their play and exploration.

Children behave very well in the setting, because their welfare and learning needs are exceptionally well met due to excellent information gathering by the childminder to inform planning for individuals. They have access to photographs of themselves and other children playing, to promote a sense of self, and teach the passage of time. Children's artwork is displayed or taken home to be added to their files, so that they learn they are valued as individuals in the setting and at home. They have many opportunities to learn the basis for a healthy lifestyle, as the childminder provides snacks, meals and drinks in line with the local scheme for children's dental health, and promotes physical play enthusiastically, indoors and outside. Robust hygiene policies and procedures are employed to protect children from infection and the premises have been inspected by the local authority food hygiene department, who awarded it the highest grade for practice. Routines for children to learn to manage their own hygiene are excellent and all children are encouraged to brush their teeth after lunch to promote dental health.

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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