

Inspection report for early years provision

Unique reference number	EY350197
Inspection date	11/04/2012
Inspector	Marina Anna Howarth
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 2007. She lives with her husband and three children aged 18 months, nine years and 14 years in the Horwich area of Bolton, close to shops, parks, schools and public transport links. The whole of the ground floor is used for child minding. There is a rear garden available for outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time, not more than four of whom may be in the early years age range. She is currently minding three children in this age group. She also offers care to children over five years to 13 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder attends several toddler groups regularly. She is a member of an approved childminding network and has achieved the association's Quality First award. She has a level 3 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's sense of belonging is expertly fostered through the warm, welcoming and highly stimulating, homely environment. Their individual needs are met exceptionally well through personalised planning and rigorous assessments. The childminder successfully engages with parents and other early years settings, which contributes to children making excellent progress in all areas of development. Children have access to an extensive range of activities and experiences, resulting in every child being an enthusiastic, competent learner, who is fully valued and included. The childminder is passionate about her role and she is fully committed to enhancing her professional practice and maintaining continuous improvement. Highly effective practices ensure that the safety and welfare of children remain paramount.

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 skills and practice to provide additional support to disabled children and children with special educational needs.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a high level of commitment to promoting children's safety and welfare. Robust systems are successfully used to assess risks on the premises and outings, so that children are kept safe at all times. They are highly familiar with emergency fire evacuation procedures and have engaged in fire safety activities with the local fire brigade. The childminder's vigilance and thorough understanding of safeguarding issues ensure that children are extremely well protected from harm. Extensive policies and procedures implemented are over and above statutory requirements. They underpin effective practice and all the required records are meticulously maintained. As a result, the setting is managed to an exceptionally high standard.

The childminder is extremely committed to ensuring she provides a highly stimulating and inclusive environment. She recognises that the background, needs and preferences of each child are unique and ensures that all children are fully included in all the activities she provides. She is fully committed to working in partnership with pre-school staff, other childminders and professionals. This successfully promotes consistency of care for children and promotes their learning, development and welfare. Highly, effective relationships with parents ensure they are heavily involved in decision-making and key matters. Parents are very well informed about all aspects of their children's achievement through extensive communication systems.

The childminder is passionate about her work and is determined to do it well. She is highly committed to her personal and professional development and has attended an extensive range of training and effectively implemented the knowledge gained to improve her practice. She considers reflective practice to be crucial to her success and has developed excellent systems to monitor and continually develop her service. For example, she is in the process of extending her resources to further promote diversity, particularly around disability, such as introducing visual time tables, more sensory activities and has an action plan to attend sign language training. She effectively consults with parents and children with regard to obtaining their views about the service she provides. As a result, she has landscaped her garden, providing additional, regular outdoor opportunities and experiences for the children and plans individually for each child, giving high consideration to their interests.

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

Children have access to a warm, bright, child focused, and highly stimulating environment. They take pride in their artwork and photographs which are attractively displayed on the walls. They engage in low level activity displays, such as the calendar which they complete on a daily basis, promoting discussions about the days of the week, the weather and seasons. They have access to an extensive

range of high quality toys and resources which are organised effectively in clearly labelled containers, located within easy access. As a result, children are able to make independent choices and extend their play and learning. In addition, the childminder provides innovative activities and experiences further promoting children's animated enjoyment. The childminder's excellent understanding of child development and her extensive knowledge of each child enables her to offer flexible, high quality care which meets children's individual needs. She conducts and records observations on a regular basis enabling her to provide stimulating and challenging experiences for each child across all areas of their learning. Children enjoy using their senses as they eagerly explore 'wibble, wobble' jelly using a range of containers and equipment. They squelch it between their fingers, identify the colour correctly and use whisks to stir and fill containers, developing their concept of full and empty. They use their imagination as they submerge the plastic animals in jelly and state that 'they are asleep now, in the bunk bed'. They squeal with delight as the childminder introduces 'squirty cream' to the jelly and demonstrate forward thinking and creative initiative by making circles in the cream with a paintbrush, which they proudly identify.

The childminder operates a flexible induction period which is tailored to meet the needs of the child and the family. Parents are requested to complete 'My First Book' detailing an extensive range of information about their child. This enables the childminder to identify children's starting points as well as their routines, interests and other special requirements before they start. Each child has their own learning journal which is attractively presented with photographs, samples of their artwork and detailed observations of their play. In addition individual play plans ensure their developmental needs are met effectively and enable the childminder to plan for their next steps in learning. Parents are given lots of opportunities to contribute to their children's journals which are used to form a detailed account of children's progress. Written summaries of their child's progress are shared with the parents every three months enabling parents to see how their child is progressing and share their views. The childminder is innovative in implementing effective practice to enable children to feel confident and secure in her setting. For example, they each have their own special book filled with photographs of their family and significant others, which they access freely throughout the day providing them with meaningful links to their home and family life. The childminder introduces topics on diversity and as a result children are developing awareness and respect for others. They participate in the celebration of different festivals and access an excellent range of resources depicting positive images of gender, culture, race and disability.

Children thrive because the childminder has a highly effective approach to health and hygiene. She implements robust hygiene practices at all times to minimise the risk of cross infection. Children learn and value the importance of being healthy as they are provided with healthy, nutritious snacks and meals. They visit the local shops and select their own fruit and vegetables and engage in a variety of tasting activities. They discover foods from different countries and plant tomatoes and herbs which they are able to smell and taste, developing their senses and awareness of how some foods are produced. They prepare their own snacks, make pizzas and participate in baking activities. Children enjoy regular opportunities to engage in a variety of physical activities. They visit the seaside and explore wide open space on the beach and in parks. They develop their motor skills and co-

ordination and balance as they climb a variety of apparatus and enjoy accessing the childminder's landscaped garden. Children are familiar with personal hygiene routines, provision is made to enable them to access the sink and they demonstrate a high awareness of the importance of washing their hands after visiting the toilet and before handling food. Colourful, posters act as further visual prompts and colour co-ordinated towels, flannels and blankets reduce the risk of cross infection. Children demonstrate an exceptional understanding of what standards of behaviour are expected. Even the youngest of children demonstrate excellent use of manners and co-operative skills. This is further promoted by the childminder who acts as a positive role model. Her calm, reassuring manor and effective implementation of a range of reward systems, such as certificates, praise frequent discussions enable the children to develop their understanding of the consequences of their actions. In addition children are involved in a range of activities and experiences, developing their exceptional understanding of how to keep themselves and others safe. They know how to use a range of tools and equipment, such as using scissors safely and knives to prepare food.

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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