

Inspection report for early years provision

Unique reference number	EY362578
Inspection date	22/03/2011
Inspector	Mary Kilroy
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, twins aged 12 and a child aged eight in Sale, Trafford, Greater Manchester. The whole of the ground floor, excluding the locked conservatory is used for childminding and there is a fully enclosed rear garden available for outdoor play.

The childminder is registered to care for a maximum of six children at any one time and is currently caring for three children, all of whom are in the early years age range. Children attend for a variety of sessions. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder attends local carer and toddler groups and takes and collects children from a local school. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children enjoy stimulating age-appropriate activities in a welcoming, safe and happy environment. The setting promotes children's safety and welfare exceptionally well. The childminder has developed outstanding relationships and partnership with parents, and other providers, to ensure that the uniqueness of every child is recognised and celebrated. This ensures all children make excellent progress. The childminder promotes children's welfare and learning in an inspiring and challenging way, within a highly inclusive environment. Parents say that she is everything that you could wish for in a childminder and highly praise every aspect of her provision. The setting demonstrates an impressive capacity for continuous improvement and planning for children's next steps is rigorous in most aspects.

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 systems to track children's progress and incorporate into the weekly planning

The effectiveness of leadership and management of the early years provision

The childminder has an excellent knowledge of safeguarding procedures. She demonstrates her awareness of the signs and symptoms of abuse exceptionally

well. Her home is safe, stimulating and well organised, giving children exceptional opportunities to be independent and enjoy vibrant adult-introduced and child-initiated activities, superbly supported by the childminder.

The childminder is very committed, enthusiastic and continually strives to improve the excellent service she provides through training, which she uses to superb effect, in her written self evaluation and improvement of the provision. She has developed concise written policies and procedures, which she shares with parents. This helps to develop exceptional working relationships with them and strong shared understanding from an early stage. Parents see children thrive and strive to achieve, due to the individual attention each child receives. Parents are kept well informed and are provided with comprehensive and extensive daily information on children's progress. Photo and daily diaries, Early Years Foundation Stage summary profiles, children's files and excellent verbal exchanging of information are all used. Systems to track children's progress are starting to be put into place.

Parents praise the childminder's dedication, consistency and her caring and affectionate manner towards the children. They all highly praise her setting and say that 'I believe her to be a truly excellent childminder.' A parent says that 'I would recommend the childminder to anyone needing childcare without hesitation or reservation.' Parents and children have no suggestions for improvement. 'I am so lucky to have found the childminder and can't think of any way in which she could improve the setting.' They particularly praise how well the uniqueness of each child is recognised and planned for and how well she provides for their changing interests. The childminder has established highly effective working relationships with other providers of the Early Years Foundation Stage, ensuring that she complements what they are offering.

The childminder implements a highly effective written self-evaluation process to help monitor the service she provides. Self-evaluation demonstrates rigorous monitoring, and searching analysis, of what the childminder does well, and identifies any areas for development. Parents and children are highly involved in the evaluation of the service. The childminder is enthusiastic and highly-motivated to constantly improve outcomes for the children, through training, and consultation with parents and children.

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

The childminder has an exceptional understanding of the Early Years Foundation Stage and how each activity successfully links to it. Parent's and children's views are skilfully incorporated into the childminder's observations, to provide consistency and good opportunities for children to practise their skills and engage their interests.

The childminder provides a secure and highly stimulating environment where

children feel very safe and confidently access toys, to add to and extend their play. She initiates problem solving and thinking by making suggestions and giving exceptional opportunities to explore and experiment. Children enjoy excellent first hand experiences to help them learn about the natural and wider worlds and the childminder is adept at planning activities that enable them to use all their senses. They enjoy nature and listening walks and have excellent tactile experiences through using natural materials. Since the last inspection, the childminder has further increased children's opportunities to use their sense of smell through planned activities, for example, they play with home made dough scented with vanilla, plant herbs and enjoy lavender scented activities.

Children access a wide range of ICT. The childminder provides many and varied opportunities for children to be out and about in their local community daily, to note environmental changes or changes in the use of buildings; they visit the library or food shop in small shops and supermarkets. Children have opportunities to weigh and handle fruit, post parcels and letters and enjoy looking for number or shape in the everyday environment. They frequently enjoy using cameras and remote control toys. There are bicycle rides and opportunities to grow herbs and flowers or help with weeding. The childminder extends themes and projects from school, such as a current spring theme, or plans walks in the woodland to see plants, blossom and flowers. Children learn about mini beasts and life cycles as they avidly observe worms on a worm tray, or visit Stamford Brook, to collect tadpoles.

Older children queue for items in shops, which they pay for themselves, thus learning about good manners, taking turns and budgeting. They have opportunities to save or budget for items such as magazines. Children's speech is excellent and parents say that they can see children 'Doing wonderfully and progressing every week.' The childminder uses every opportunity to enhance children's mathematical development by counting stairs or fruits or learning about numeracy, volume and capacity, when baking. The childminder has attended recent training on problem solving, reasoning and numeracy and shares this, and her knowledge and understanding of the Foundation Stage, with parents.

Children discuss green issues and sustainability at age appropriate levels as they use charity shops or toy and book lending services with the childminder. They help to re-cycle household waste. The childminder has changed to soft paper towels, which are re-cycled for sustainability.

Children enjoy good opportunities to make marks, such as magic painting with water in the outside area. They eagerly help with small household tasks. Whatever the weather, they are suitably clad and spend time daily in the fresh air. Activities are moved outside, whenever possible. The childminder uses mainly organic products and encourages children to monitor 'five a day.' For example, children estimate how many portions they have had at school and are encouraged to make up to five, before having other foods. A parent comments 'I never have to worry about five a day on days that my child is with the childminder.' However, children make cakes and biscuits, which the childminder explains to them are for occasional treats, with parent's permission. Thus children learn that no foods are bad in moderation.

Children learn about their bodies, developing good control and coordination as they play in the garden or enjoy bike rides and football. A parent is 'Particularly impressed that the childminder specifically bought dinosaur books and toys for my child, after playing and talking and discovering what they enjoyed playing with.' All parents say how happy their children are at the setting, what excellent progress they are making and how much fun they have learning through play. 'That my child frequently complains when I pick them up speaks volumes.' 'Their beaming smile when they see the childminder says it all!'

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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