

Inspection report for early years provision

Unique reference number	EY379830
Inspection date	20/04/2009
Inspector	Ron Goldsmith
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2008 and lives with her partner and daughter age 18 months in Ellesmere Port. The whole ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age group. There are currently four children on roll, all of whom are in the Early Years Foundation Stage (EYFS). The provision is registered on the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from a local pre-school and attends toddler groups on a regular basis. She is a qualified nursery nurse and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the provision is outstanding. The childminder's organisation and committed approach creates an exceptional environment where individual children thrive and where they are encouraged to maximise their learning potential. Procedures to record observations and assessment are exemplary. Children's learning and development progress impressively in relation to their starting points. Provision for their physical and emotional well-being is excellent. The childminder's strong commitment towards continual improvement and professional development continues to raise standards and has a very positive impact for children and their families. The partnerships she fosters between parents and other agencies is highly effective in ensuring children's needs are met and their protection is assured. Children learn to care for and respect each other in a supportive environment where inclusive practice is given a high priority.

What steps need to be taken to improve provision further?

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

- continue to build on existing good practice by implementing identified points in the self-evaluation.

The leadership and management of the early years provision

The childminder has a very high regard for equality of opportunity and ensures that all children are able to progress as well as they can. She liaises very closely with families and others who work in the EYFS, for example working with pre-school setting to monitor a particular child. Parents write that they are very happy with the care of their children and are very complimentary about the childminder. Excellent procedures are in place to liaise with other settings which children attend, such as accompanying children on visits to their nursery and using planned

activities from a nursery to directly complement the planned activities within the childminding setting. She reflects critically and methodically on the overall quality of her practice. This supports her rigorous self-evaluation systems that clearly identify and prioritise areas for improvement and outline action plans for the future. She attends a wide range of training. Procedures for safeguarding children are rigorous and include a very wide range of effectively implemented policies and procedures, risk assessments and records, as well as appropriate background checks for all family members. She ensures that her home is safe, very clean and hygienic. The childminder welcomes critical dialogue and feedback from children, parents and colleagues to ensure that everyone's needs are being met within her setting and in the wider community. A very strong community ethos is promoted and parents write that the childminder is 'welcoming, friendly and provides a fun environment' and that she, 'has excellent knowledge about children and their development'. She is an active member of the local children's centre and the local childminding network. She is highly organised and skilfully manages the very effective, professional partnerships with parents and other agencies. A strong promotion of inclusion is central to the provision and every family is warmly welcomed with each child valued as uniquely special. Diversity is actively promoted and children's home languages and cultures are highly valued and reflected in their play and learning. Children's welfare needs are rigorously promoted through comprehensive documentation and very effective procedures.

Partnerships with parents and carers are excellent. Parents are actively involved and consulted on a regular basis. She acts on their views and opinions in a flexible and responsive manner. They consistently respond very positively in questionnaires. Comprehensive information about children's welfare needs and general progress is shared informally in daily conversation and through the child's profile. Parents are encouraged to make comments to help improve the setting and a daily diary system and home bag, with all relevant information, helps parents to maintain a two-way flow of information. Each child has their progress, food and activities written in the diary to promote the partnership. The childminder involves parents in their child's progress within the EYFS and parents provide photographs and information to include in their child's profile so there is a good picture of each child's starting point.

The quality and standards of the early years provision

Children make excellent progress towards the early learning goals. They are inquisitive learners and spend their time continually exploring the attractive and welcoming environment. They play very well together, sharing resources and showing interest as the childminder introduces new resources or takes time to extend their play by joining in with them. There are numerous opportunities to visit children's groups in the local area which gives them a wide range of additional experiences, such as interaction socially with children from a variety of backgrounds or accessing different group sessions.

Children benefit greatly from the childminder's positive support and exceptional interactions. Many open-ended questions challenge the children to really think and consider their own ideas. She gives older children slowly increasing levels of

responsibility and encourages them to take the lead in making decisions so that their independence is well promoted. They develop a very good understanding of the world around them. Through their everyday play they have very good opportunities to develop skills in problem solving, reasoning and numeracy, as they count toys and resources using the early numbers. They recognise positional language, such as 'up, down, under'. They play imaginatively with toys and resources using empty liquid bottles for a variety of games or making musical noises with wooden spoons. They ask for storage crates to be emptied so that they can sit in it to play. The youngest children independently select books to look at in the setting. The childminder supports early language skills by engaging children in conversation continually. She offers lots of praise, support and encouragement so that children's efforts are highly valued.

Exceptional planning allows the childminder to focus on specific skills, such as children recognising a variety of colours, shapes and letters. Children play outdoors on a frequent basis enabling them to have lots of fresh air and exercise. The variety, quality and range of equipment in the garden encourages them to explore and investigate as they develop their physical skills. Children have regular visits to local playgrounds to enable them to access larger and more challenging play equipment, walk or ride a bicycle. Dancing at a local facility forms part of their routine. Children further develop their understanding of a healthy lifestyle through a scrap book about healthy eating or as they collect the fruit and vegetable box with the childminder. They have very good opportunities to learn about fire safety through regular emergency evacuations which the childminder carefully evaluates to consider all possibilities, such as when a new child arrives at the setting.

The childminder offers individual and attentive care to children, ensuring that they all receive one-to-one attention and very good support. She knows children very well and carefully monitors her observations and assessments of their progress to plan their next steps in learning and to ensure that they are all able to develop well in all areas. Observations are meaningful and appropriate for children's ages and stages of development and they are shared with parents and others.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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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