

Inspection report for early years provision

Unique reference number	EY423924
Inspection date	22/05/2012
Inspector	Christine Stewart
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 2011. She lives with her husband who is her registered assistant and their two children in Leasowe, Wirral. The whole of the ground floor, the first floor bathroom and the two double bedrooms are used for childminding. There is an enclosed garden available for outside play. The ground floor is accessible, with stair access to the first floor. The premises are within easy reach of public transport, shops, parks, schools and community resources. There are contingency plans in place to call on another registered childminder in the event of an emergency or sickness.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of four children aged under eight years, of whom no more than one may be in the early years age range at any one time. There are currently 10 children on roll of whom five are in the early years age range. She also offers care to children over five to 11 years. The childminder supports children with special educational needs and /or disabilities. The childminder has a degree in Early Childhood Studies and holds Early Years Professional Status. She is a member of the National Childminding Association and she is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thoroughly enjoy their time with the childminder and they are making excellent progress in their learning. Children are valued for their individuality, treated with respect and all have equal access to the opportunities offered. The childminder's communication with parents is excellent and effectively supports children's well-being and development. Overall, the childminder liaises well with other professionals to support outcomes for children. Highly effective systems for evaluation ensure the childminder is aware of the strengths and areas for improvement within her provision.

What steps need to be taken to improve provision further?

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

- extending links with other professionals to ensure continuity of care and education.

The effectiveness of leadership and management of the early years provision

The childminder's knowledge of safeguarding procedures is robust. She is confident in her recognition of signs and symptoms of abuse which might alert her

to any concerns. The childminder and her husband have completed the required checks to ensure they are suitable to be in contact with children. Risk assessments are rigorous to ensure that hazards to children are kept to a minimum. There are comprehensive, well-maintained systems in place to record attendance, as well as, highly effective recording systems for medication administration, accidents and allergies. In addition to all the required training, the childminder has attended training in food safety to promote children's health and welfare extremely well.

Children thrive in the extremely well-organised stimulating environment both inside and outside. The thoughtful organisation of interesting and varied resources enables all children to self-select and be fully included in all activities. The childminder is highly committed to striving for better outcomes for children and her strong commitment to the continuous development of her provision is evident. She is enthusiastic about regular training and takes time to research and read relevant information to further her knowledge and skills. For example, recent training on Autism and Asperger syndrome has increased her understanding and ability to support children's individual needs with these conditions. She uses the Ofsted self-evaluation form to effectively reflect on good practice.

Partnership with parents is exceptional as the childminder has put in place extensive systems to include parents and to ensure the children's individual needs are met. The childminder obtains detailed information about the children from the parents and works with the children's interests to plan for their progress. Parents' and children's views are actively sought through the use of questionnaires, discussions, a suggestion box and their contributions in the learning journals. Parents' comments express how they value and appreciate the childminder's support to them and their child's welfare and education. The childminder has initiated partnership with other professionals to support children individual needs. Partnerships with the local school are well established and contribute to children's progress and well-being.

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

The childminder has a thorough knowledge of the Early Years Foundation Stage and how to effectively implement it. As a result of this, all children make extremely strong progress in this highly stimulating and welcoming environment. The exceptional systems for planning, observing and assessing children's progress enables the childminder to plan specifically for the needs of each individual child. There is an excellent balance between adult-led and child-led activities, this ensures each child has every opportunity to progress in their learning.

The childminder effectively promotes children's linguistic skills by providing many opportunities indoors and outside for children to explore language through songs, stories and activities. Children demonstrate their familiarity and enjoyment of a well-loved book as they retell the story of going on a hunt. Labels and letters are displayed around the room and attached to resources to help children understand that print carries meaning. Children count in everyday play as they pour three cups of tea in the home corner or when rolling the dice in a game. The childminder is

highly skilled in promoting learning in ways that are fun. She makes resources, such as, games or laminated books, that she knows will appeal to individual children in order to promote their learning and understanding. For example, children are animated as they learn about colour, number, shapes, taking turns and enjoy being creative as they play the 'home made caterpillar game'. They chase bubbles around the garden and observe the colours size and shape as they watch them blow away into the sky. They are introduced to technology with cause and effect toys, programmable toys and the computer. They develop a strong awareness of their local community as they visit local parks, toddler groups and the beach. They develop awareness of the wider world through books, resources and celebrations of festivals.

The childminder provides excellent opportunities for children to develop a care and interest for the natural world. Their understanding is extremely well promoted as they assist in growing their own fruit and vegetables in raised beds, pots and the small greenhouse. They plant and water their crops, watch them grow. They have successfully produced strawberries, blueberries, onions, beans, potatoes and many others. They express their delight when they find ripe strawberries. They carefully pick them and know without prompt to wash them under the garden tap before they eat and savour their flavour. The children know how to save any fruit and vegetable remains from meals and snacks to put these into the compost bin. They discuss the importance of taking care of the environment and learn the value of recycling resources. They are excited to follow the life cycles of plants insects and amphibians. For example, they have a tank of tadpoles to follow the life cycle and habitat of these. They understand and explain how when the tadpoles are sufficiently mature they will release them back into the pond.

Children develop healthy lifestyles as they move between the indoor and outdoor areas. They talk about why they need to wash their hands so they begin to understand the reasons for good personal care. Children help themselves from the fridge water dispenser to fresh drinking water whenever they need hydrating. Healthy snacks and home cooked foods are provided by the childminder to offer a balanced and nutritious diet. The childminder helps children to learn to keep themselves safe. For example, they take part in regularly practised and recorded fire drills. Children's behaviour is exemplary as they are encouraged to consider the needs and feelings of others as well as themselves from an early age. The boundaries are realistic and consistent so that children are very clear about what is expected of them. They develop valuable skills for the future as they learn to share, take turns and use good manners instinctively, taking the lead from the role model of the childminder. Children are happy, content and very secure in the care of this childminder as they settle easily. They seek out her company and support and delight in the interaction with the childminder.

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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