

Inspection report for early years provision

Unique reference number	307225
Inspection date	05/11/2008
Inspector	Jannet Mary Richards
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 has been registered for 16 years. She lives with her husband and four sons aged 20, 19, 14 and one year. The childminder works with her husband who is also a childminder. Occasionally their two older sons work as assistants, with written parental consent from parents. The family lives in the Swinton area of Salford. There are local toddler groups, a sports centre, library and shopping precinct nearby. The whole of the ground floor and the bathroom and two bedrooms on the first floor are used for childminding. There is an enclosed garden available for outdoor play.

The childminder currently cares for a total of seven children, of whom five are in the early years age group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association, she has completed the childminders Quality First course and has a relevant childcare qualification.

Overall effectiveness of the early years provision

The childminder is highly effective in promoting children's welfare, learning and development, ensuring that children make excellent progress and are confident individuals. The exemplary relationship the childminder shares with parents, carers and other providers ensures that they work together very effectively to meet children's individual needs. The childminder has enthusiasm and a firm commitment to including all children, ensuring that every individual feels valued in her home. The highly motivated childminder is able to evaluate her practice very well and has an excellent ability to develop her childcare provision for the benefit of the children.

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 develop the unique child profiles to ensure the verbal contributions from parents are included
- continue to develop the systems for monitoring and evaluating the continued quality of the provision.

The leadership and management of the early years provision

The childminder has excellent organisational skills and is highly effective in providing a safe, welcoming and stimulating home environment where children thrive. Her rigorous and comprehensive policies and procedures are followed well as she cares for the children each day. Robust risk assessments and systems for ensuring that adults who come into contact with the children are suitable, are very effective in keeping children safe.

The exemplary relationships the childminder forms with parents, carers and others who care for the children allow for a holistic approach which is highly beneficial for the children. The childminder regularly talks to staff at local schools and playgroups which some of the children attend. They discuss what the children are learning and planned activities. The childminder then uses this information to plan activities at home which enhance and consolidate the children's learning and development. Parents and carers receive a wealth of very good quality, detailed information about what children do and the progress they are making. Parents actively contribute to the assessments of the children's progress; these are mostly verbal contributions at present. They are very well consulted as the childminder uses questionnaires and verbal feedback to gain parents' views about her childminding service. Their views and wishes in relation to how their children are cared for are respected.

The childminder has exceptionally high aspirations for quality. She meets children's welfare, learning and development needs very well as she has a strong focus on ensuring every child is valued, included and achieves as well as they can. The childminder has obtained a childcare qualification since her last inspection and frequently attends training events. She has an enthusiasm for learning and continually strives to develop her childcare service. The childminder effectively uses feedback from parents, carers and children to develop her practice. She has a very good ability to assess what she does well and identify areas for development.

The quality and standards of the early years provision

Children make significant gains in their learning and development as they enjoy a wide range of high quality play experiences in an environment where they are very well supported. The childminder has organised her home to create an exciting and vibrant play environment. Toys, books and equipment are freely available to the children. Drapes, soft furnishings and open-ended resources, such as cardboard boxes, metal containers and wooden pegs, inspire the children to play imaginatively and develop their play ideas and simple story lines freely. Children climb into the boxes and become pirates sailing on the sea, for example, as the childminder helps them to find fish and animals to swim in the sea around them. They talk together about the sea and the animals. Later the box becomes a rocket to take them to the moon, they discuss how they will get there and what they might see. These experiences allow the children to develop their imagination, creativity and their communication skills very well.

The outdoor area offers exceptional opportunities for the children to learn about the world around them, as they feed the childminder's chickens, grow fruit and vegetables and observe and measure how sunflowers grow. The children can explore concepts such as speed and motion as they use pieces of drainpipe and objects to roll down them. As the children play, the childminder supports them very well and provides them with challenges which help them to think and learn. For example, when children realise that they cannot push the toy car under the bridge they have made with bricks, the childminder helps them to work out that a smaller car may fit, effectively encouraging their problem-solving skills. The childminder

communicates very well with the children, she understands that children communicate in many ways and uses gestures and non-verbal communication very effectively to help all children learn and understand.

The childminder is highly skilled in noticing what the children do and uses this information to plan for their development and learning. This information is recorded in 'unique child' profiles which give a detailed account of how the children are learning and developing as they play. Activity planning is very thorough, taking account of what children are learning about in other settings they may attend, the things they are currently interested in and individual children's development. This highly effective assessment and planning system, along with the individual support children receive, ensures they make very rapid progress.

The childminder gives children's welfare and safety the utmost priority. She ensures that she and her assistants and co-childminder have up-to-date knowledge and skills to safeguard the children in their care. The children develop an awareness of safety as they have many excellent opportunities to learn about safety issues. They learn how to cross the road safely when out and about and practise these skills when playing in the garden and house. They discuss stranger danger and safety in the home. The children actively participate in making the house rules which keep them safe. As a result, children learn effective strategies to keep safe.

Healthy eating is a strong feature of the provision. Children are provided with very nutritious healthy meals which are home cooked using fresh ingredients. The children develop an excellent awareness of foods and health as they help to grow fruit and vegetables in the childminder's garden, have opportunities to use them in cooking and baking, and discuss the benefits of healthy eating.

Children develop into confident individuals with a love of exploration and learning. They develop positive self-esteem as they receive plenty of praise and encouragement from the childminder. They are caring and considerate to each other as the childminder encourages an atmosphere where children respect each other, and treats each child as a unique individual. They are able to play with a wide range of toys and books which reflect their own family backgrounds and encourage them to become aware of differences. Overall, children thrive in the care of the childminder and develop confidence and a wide range of skills for their future benefit and well-being.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Outstanding
How well does the provision promote inclusive practice?	Outstanding
The capacity of the provision to maintain continuous improvement.	Outstanding

Leadership and management

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

Quality and standards

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.