

## Inspection report for early years provision

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<b>Unique reference number</b>	310340
<b>Inspection date</b>	01/07/2009
<b>Inspector</b>	Sheila Iwaskow / Joan Isabel Madden
<b>Type of setting</b>	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 1996. She lives with her husband and three children, aged 15, 12 and eight years, in Partington, within walking distance of schools, parks and shops. Her husband is registered as her assistant. The whole of the childminder's home is used for childminding; this comprises of the playroom, living room, kitchen and conservatory on the ground floor. Children also have access to four bedrooms and bathroom facilities on the first and second floors. There is a fully enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of six children when working alone and a maximum of eight when working with her assistant on the Early Years Register and compulsory part of the Childcare Register. She is also registered on the voluntary part of the Childcare Register to allow her to care for older children. There are currently 13 children on roll aged from three weeks to 13 years; of these, nine are within the Early Years Register. Children attend for a variety of placements. Overnight care for two children under eight years is also provided. The childminder supports children with learning difficulties and disabilities and those who speak English as an additional language.

The childminder holds an appropriate early years qualification. She collects children from local schools and attends toddler groups and other local amenities on a regular basis. The childminder is a member of the Trafford Childminding Network and the National Childminding Association. She is also contracted to offer respite care for children who are in the care of social services and has received an Inclusion Friendly Award from Trafford Local Authority.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is outstanding. Children make excellent progress within the highly stimulating environment of the childminder's home. Inclusion is exceptionally well promoted and both the childminder and her assistant respect the uniqueness of each child. Close relationships with parents have been established, helping to promote security and consistency in children's lives. The childminder's comprehensive self-evaluation and the way that she and her assistant have embraced and effectively implemented the new Early Years Foundation Stage (EYFS) demonstrates their strong capacity to maintain continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- providing a more fully inclusive service for parents by developing further their awareness of the daily routine and activities provided.

## **The leadership and management of the early years provision**

The childminder and her assistant work exceptionally well as a team to promote an excellent and inclusive service to both children, parents and carers. Highly effective procedures are in place to monitor and evaluate the provision, which takes into consideration the views of parents and outside agencies. Future plans for the service are extremely well targeted to further promote positive outcomes for children. Very good progress has been made to address a recommendation made at the last inspection relating to planning of activities for younger children. The childminder is committed to meeting children's individual needs and has accessed a wealth of training, which she cascades to her assistant to keep her childcare practices up-to-date.

Parents and carers have the highest regard for the care afforded to their children. Children themselves openly tell the inspector that they enjoy coming to the childminder's home because they 'have lots of fun'. Both the childminder and her assistant work effectively with parents, carers and outside agencies to ensure the individual needs of children with learning difficulties and disabilities are met. A good range of policies are available to give parents an appreciation of how the childminder's service works in practice. Assessment profiles are shared with parents and their contributions are actively invited. Furthermore, a website is available online containing a wealth of information about the setting and informal chats in the cosy vestibule at the entrance to the childminder's home keep parents informed about how children have spent their day. However, parents are not routinely invited into the childminder's home making it difficult for them to gain first hand knowledge of the activities enjoyed by the children and the daily routine. Nevertheless, parents are happy with this arrangement. Links with other providers that children attend have been established.

Children are well supervised at all times and an accurate record of visitors to the setting is maintained. All aspects of documentation relating to the welfare of the children, including risk assessments, are in place and stored to respect confidentiality. Both the childminder and her assistant are well aware of local procedures to follow should they be concerned about a child's welfare. The childminder is also aware of her responsibility to inform Ofsted of any significant events and of complying with her conditions of registration at all times.

## **The quality and standards of the early years provision**

The lay out of the childminder's home is inspiring, creating an enabling environment for all children. Defined areas of interest, such as a cosy book corner and an inviting role play area, are beautifully laid out to enable children to initiate their own play ideas. Children also have the added luxury of having freedom of movement between the indoor and outdoor play areas. A canopy has been erected and soft play surfaces laid outside, allowing children to play outdoors safely and in all weathers. Particularly noteworthy is the low-level sink that has been installed under the canopy outside to allow children to wash their hands after messy play, before coming indoors. The quality and quantity of the play materials, furniture

and equipment is superb. Resources are categorised and are stored in sloping low-level wooden units, allowing children to make independent choices about their play. Examples of children's artwork and photographs of them at play are displayed, giving children a strong sense of belonging within the setting.

The premises are exceptionally well maintained and are spotlessly clean. Hand washing is incorporated into the daily routine and the use of paper towels for hand drying prevents infections being spread. Regular discussion with the children ensures that they are aware of the underlying concepts of good hygiene practices. Any dietary needs are respected and fresh drinking water is available to ensure that children quench their thirst. Snacks and meals provided are healthy and nutritious. All mobile children eat together and good manners are promoted at all times. Young babies are held closely whilst being fed and their individual routines are respected, providing an environment that is consistent with home. Fire drills are practised with the children on a regular basis and children openly discuss what they would do in the event of a fire. Children are also made aware of road safety and wear high visibility jackets when they are out and about to further ensure their safety.

Both the childminder and her assistant are exceptionally knowledgeable about the learning and development requirements of the EYFS. The daily routines include a balance of adult-directed and child-led activities. Rigorous systems are in place to monitor and assess children's progress and are exceptional in their detail. Clear procedures are also in place to track children's progress towards the early learning goals and children's starting points and very effectively identified in consultation with parents. From planning, photographs and assessments it is evident that a rich and varied curriculum is being delivered to the children.

Children's differences are recognised and valued. Some children buzz with enthusiasm, are chatty and very active, while others play more quietly. The childminder and her assistant organise their time to ensure that all children's needs are met and that they engage in a range of worthwhile activities in and out of the home. For example, trips to the shops to purchase fruit and vegetables and setting up a sports circuit in the back garden using hoops, balls, skittles, slides and a trampet help to develop children's awareness of healthy living. From a very early age strong emphasis is put on developing children's social, language and communications skills. Babies receive lots of hugs and older children are encouraged to gently stroke babies' cheeks and give them a cuddle. Firm friendships are clearly being formed as children actively engage in conversation as they play. Children openly discuss their feelings and skilful use is made of questioning to help children develop their thinking skills. For example, children are asked to consider why they must drink water and not run in the house. All children enjoy listening to stories which helps to develop their love of reading. Mathematical concepts are exceptionally well promoted throughout the day. For example, at snack time children identify the colours of the fruit and count the number of pieces on their plates. Planned activities, such as baking and exploring the properties of sand and water, help develop children's awareness of shape, measure and capacity. Children learn to value diversity as they celebrate cultural festivals and taste food eaten in other countries.

Throughout the day children are constantly challenged in all areas of their learning. They are becoming confident users of the computer and develop essential life skills through meaningful role play. A wide range of media and mark making materials are available for children to make their own representations and develop their artistic talents. Children are delightful and well behaved and the childminder and her assistant are exemplary role models.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met