

Inspection report for early years provision

Unique reference number	EY226129
Inspection date	15/12/2008
Inspector	Shaheen Matloob
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 was registered in December 2002. She childminds children with her daughter at her daughter's home in a detached house in a semi rural area of Littleborough, on the outskirts of Rochdale. Her daughter's husband and three children also live at the house. All areas of the property are used for childminding including a fully enclosed garden available for outside play.

The childminder visits local shops, pre-school group, toddler group, library, parks and primary school with the children, which are all within walking distance.

The childminder is registered to care for a maximum of five children at any one time and 11 children when working with her co-childminder. Currently they are caring for five children in the early years age range, who attend a variety of sessions, one child before and after school and holiday care, and two children over eight-years-old, before and after school only. The childminder currently supports children with disabilities. The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder works extremely effectively to ensure that the provision is consistently of a high quality standard and consistently looks for ways in which to improve the quality of learning, development and care she offers. She tailors her approach to meet children's needs and without exception meets the needs of children with disabilities in partnership with parents and external agencies. Children are competent learners, which makes them capable, confident and extremely self-assured in their own abilities. Children and families are valued as unique individuals and diversity is respected, which successfully promotes integration of a high quality for all.

What steps need to be taken to improve provision further?

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

- developing the ways in which parents are meaningfully involved in supporting their children's learning at home.

The leadership and management of the early years provision

The childminder's energy, enthusiasm and clear vision for continual improvement and professional development ensures that children benefit from a vibrant and dynamic setting. Both childminders have equal responsibility for the childminding practice and work exceptionally well together to ensure that all aspects of the

setting runs smoothly and extremely efficiently. She recognises the value of continual improvement and the impact on children's achievements. The childminder has a clear commitment to continual professional development and has attended a wide range of training to raise her skills and knowledge. She engages with external agencies and relevant professionals to promote continuity of experience and progression for children between settings. The childminder adopts a culture of reflective practice, self-evaluation, and discussion involving everyone connected to the setting. This identifies the strengths and priorities for further development, therefore improving the quality of provision for all children. Using robust and challenging criteria for self-evaluation and ongoing quality checks, she is able to effectively identify any weakness and areas for improvement through a comprehensive action plan, all of which prioritise the benefits for children.

Effective arrangements are in place to share information with parents about safeguarding procedures prior to children attending. As part of the ongoing review process, parents are involved in updating documents and kept informed of changes when necessary. The childminder has a very good knowledge of child protection issues and is kept up to date through regular training to safeguard and promote the welfare of children, which is recognised as paramount. High regard is given to ensuring that children are protected from persons who are not vetted.

A highly collaborative environment is created between the setting and partnership with parents. Continuous and consistent information, using a wide variety of sources is exchanged frequently and made available. Parents are routinely involved in their children's learning and development and involved in continuing children's learning at home, although this area require further improvement as it is not fully developed. She works exceedingly well with parents and practitioners to support transition between her setting and schools. Parents' comments are valued and they are considered an essential part of the setting.

The quality and standards of the early years provision

Children make excellent progress in their learning and development because they are supported by the childminder, who has an effective understanding and knowledge of the Early Years Foundation Stage and learning goals. She uses an ongoing cycle of information to assess and develop children's progress. Comprehensive observations are used to assess children learning and development and decide and plan for the next steps in their learning. The childminder plans excellent play and learning experiences based on children's interests and needs and identify any concerns with children's development in partnership with parents. A choices board encourages children to have some control over their learning, make decisions and take responsibility. Children are supported extremely well and their learning and development is extended through active listening, open ended questioning and joining in with play, in an atmosphere of care and feeling valued.

A wide range of planned, purposeful play, with a balance of adult-led and child-initiated activities and experiences, contribute greatly to developing excellent skills and knowledge in all areas of development. Children enhance their skills for

economic well-being as they have excellent communication and listening skills. They demonstrate a high level of confidence and self-assurance when interacting with adults and each other. They have access to a broad and exciting range of programmable toys and IT equipment for their sole use.

Children's work and achievements are highly respected and displayed through photographs and art work from home and the setting, giving them a sense of belonging and self-esteem. They have first hand experiences of people within the community and the wider world. For example, children had experience of talking to a member of the community from Uganda and were able to explore and play with materials to make a traditional headdress. They also sample food and listen to various types of music from around the world. The childminder ensures that children have a positive attitude towards diversity, ensuring that every child is included and not disadvantaged, so that they learn to value diversity in others and make a positive contribution to society.

The provision is extremely successful in promoting children's welfare. Children have a clear knowledge of healthy living through highly effective daily routines, which children understand and implement independently. They support the childminder in selecting and preparing healthy snacks. Children display a great enthusiasm for physical activity, which is available daily in all weathers and initiated by children. They access a wide range of outdoor equipment, which enhances physical development. Children use skills to climb trees, swing, slide and use wheeled toys, developing coordination, control and balance. They fill buckets with leaves, developing numeracy as they count how many buckets they have filled. Children's behaviour is exemplary. They are well mannered, polite and courteous. They have devised their own behaviour rules and understand them clearly. They know that being good means sharing and being kind.

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

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 have been no complaints made to Ofsted since the last inspection.

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.