

Inspection report for early years provision

Unique reference number	EY236272
Inspection date	23/03/2009
Inspector	Patricia Graham
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 2003. She lives with her husband, adult son and three children aged 15 years, three years and one year in the Stalybridge area of Tameside. The playroom, lounge, dining room and kitchen of the childminders house are used for childminding and bathroom facilities are situated on the ground floor.

The childminder is registered to care for one child at any one time in the early years age range and is currently minding two children part-time. The childminder also makes provision for children older than the early years age group. She is registered on the Early Years Register and on the voluntary and compulsory part of the Childcare register.

The childminder walks to local schools to take and collect children.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. An exceptionally good grasp of the Early Years Foundation Stage requirements enhances children's learning and development and fully promotes their welfare. Children achieve exceptionally well because the childminder offers stimulating activities and experiences which meet individual needs. As a result, children's interests are sustained; they are eager to learn and thrive in the child focused environment. Excellent partnership with parents and others maintains consistency and continuity of care for children. A key feature of the provision is the high expectations of the childminder who strives to provide an outstanding service for all children. She achieves this through successful monitoring systems which fully take into account the views of children and parents.

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 children's progress records.

The leadership and management of the early years provision

A clear understanding of children's starting points and the provision of specific activities around children's individual interests ensures they make superb progress in all areas of their development. This is complemented with an abundance of stimulating toys and resources, which are easily accessible enabling children to become active learners whilst maximising their independence.

Systems for monitoring the provision are successful in promoting excellent

outcomes for children. For example, the childminder continually evaluates all aspects of her service and actively seeks the views of parents via informal discussions and questionnaires. The childminder values parents as their child's first educator and this is truly reflected in parents comments, which are extremely complimentary. In addition to this the childminder works harmoniously with other settings children attend ensuring they work together to enhance children's care, learning and development. The childminder makes full use of training provided as she accesses regular courses, which keeps her abreast of changes in the childcare profession enabling continuous improvements in her practice. For example, following training on food hygiene, stringent measures are in place, in line with the food hygiene legislation, ensuring safe preparation and handling of food. This fully promotes children's health and well-being.

Robust systems are in place to safeguard children. The childminder fully understands her role in the protection of children as she is extremely knowledgeable on all types of abuse and is fully aware of action to take to ensure children are protected. For example, a detailed policy is in place and she has an excellent understanding of the Local Safeguarding Children Board procedure. As a result, she is able to respond swiftly if concerns arise. Effective risk assessments are in place for the premises and outings ensuring children's safety is continually monitored. Children's safety is further enhanced as the childminder uses high visibility wrist bands and bibs on outings and reduces ratios for specific outings, such as trips to the seaside.

The quality and standards of the early years provision

Children feel extremely valued, settled and secure in the care of the highly motivated childminder who recognises the uniqueness of each child. She has a superb awareness of child development enabling successful outcomes for children. For example, the childminder plans activities and experiences around children's interests, which extends their curiosity and learning. Children feel motivated in the enabling environment. For example, they thoroughly enjoy making spaceships with various media and materials, which enables them to explore colour and texture whilst developing their creativity. At other times children develop their problem solving as they sort the cars into groups. Their awareness of problem solving and numeracy is further enhanced as they divide shoes into pairs and weigh ingredients for baking. Consequently, children are stimulated and eager to learn.

Children access a superb range of toys and resources presented at low level enabling them to make informed choices about their play. For example, children enjoy various texts presented in books, magazines and photo albums which are easily accessible in a low level bookcase. As a result, they are developing high levels of concentration as they explore the different narratives. Their awareness of the printed word is further enhanced as the play room is rich in print. There is an excellent balance of adult-directed play, which complements child initiated activities. For example, the childminder plans action packed weeks which keeps children thoroughly motivated. Consequently, they enjoy trips to places of interest, such as the Blue John mines, Heritage Centre and Portland Basin where they partake in community events, such as Divali. As a result, children are gaining an

excellent awareness of the world around them. Children are also given choices about their day which makes them feel valued. For example, they choose to relax and unwind in the homely environment or go for nature walks in the local woods.

Excellent systems are in place to observe children as the childminder records observations of children's progress and uses this information to plan their next steps in learning. This information is beautifully presented in development records which are complemented with photographs and children's work. Although these records are used successfully to show how children are progressing towards the early learning goals the childminder is keen to develop the records further to ensure clear reference to each area of learning.

Children's behaviour is exemplary because they are stimulated and occupied. They gush with pride from motivating words, such as 'That's fantastic' and they relish being a little helper as they tidy toys away and undertake small jobs which gives them responsibility. In addition to this children have a superb sense of belonging as the childminder is an excellent role model as she is kind, caring and considerate to children. Consequently, they feel totally assured. Children's well-being and good health is truly enhanced as they are encouraged to be independent with their personal hygiene. They learn about healthy choices through planned themes, such as healthy eating which enables children to explore different fruits as they make their own fruit salads. They are well nourished with wholesome meals, which are freshly prepared and mealtimes routines are discussed and agreed with parents. The childminder has excellent maintenance of all required documents ensuring the safe and efficient management of the provision in meeting children's needs successfully.

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.