

Inspection report for early years provision

Unique reference number	501117
Inspection date	03/06/2009
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 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 since 1993. She lives in the Middleton area of Rochdale. She shares her home with her husband, her adult son and a family friend. The family have a pet dog which is kept separate from minded children. The ground floor of the house and two bathrooms on the first floor are used for childminding. An enclosed garden is available for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for up to six children under eight years. Of these, four children may be in the early years age group. She is currently caring for a total of seven children under eight years, who attend for various full and part-time sessions. She also cares for older children before and after school. The childminder has an appropriate childcare qualification and is a member of Rochdale's 'Children come first' network.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder is highly effective in ensuring that every child she cares for is made to feel welcome, is valued as a unique individual, has their welfare needs met and makes very good progress in their learning and development. She has an excellent ability to support children in overcoming barriers, to ensure that all children are fully included. The partnerships with parents, carers and others involved in the lives of the children are exemplary, supporting children's care and progress very well. The childminder has established highly effective systems to evaluate what she does well and to identify areas for improvement. This leads to clearly targeted actions and the continuous development of the childminding service 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:

- enhance the children's assessment portfolios by recording information from parents about what the children do at home

The leadership and management of the early years provision

The childminder is exceptionally well organised. She has a comprehensive range of policies and procedures which demonstrate that careful consideration has been given to the different aspects of childminding. These are implemented very well in her day-to-day care of the children, ensuring they receive excellent quality, consistent care. Thorough consideration has been given to creating a high quality play environment both indoors and outdoors, where children experience a wide range of exciting play opportunities. The childminder gives high priority to the

safety and welfare of the children, ensuring that her knowledge of safeguarding procedures is up to date. In addition she has effective risk assessments in place, combined with good supervision and regular hazard checks, to ensure that children play safely.

The childminder has developed very effective systems to ensure that parents and carers are well informed. Notice boards in the entrance hall include a wealth of information about play activities and health issues, for example, whilst newsletters keep parents fully informed about events. On an individual level the childminder provides daily diaries for each child and consults with parents using questionnaires to ensure that her service meets their requirements and expectations. She discusses and agrees the arrangements to care for the children, in addition to discussing what the children do at home and what they are interested in. She uses this information to plan activities and care routines which are unique to each child and which support their individual needs, interests and progress very well. Children's learning and development records are recorded in detail, though information from parents about children's interests at home is not always included. The childminder has effective systems in place to share information with others involved in the lives of the children, such as local schools, in order to provide effective and consistent support to the children.

The childminder is a highly committed individual who has high aspirations for quality. This is evident as she attends training on a regular basis and is committed to the continuous development of her childminding service. She has rigorous systems in place for evaluating the effectiveness of her service, such as peer observations, parental feedback and accurate reflection of her practice. She uses this information and her developing knowledge to target and plan for further improvements. Since attending training related to children's nutrition, for example, she has amended her menus to ensure that they are well balanced and nutritious.

The quality and standards of the early years provision

Children make rapid progress in their learning and development as they enjoy an excellent range of play activities and are very well supported by the childminder, who encourages fun and enjoyment. The children clearly love to investigate and explore their environment. They move confidently around the spacious indoor play area and the outdoor area, selecting what they want to do from a wide range of very well organised toys and resources. They confidently move toys from one area to another, developing their own play ideas and interests. Older children are keen to dig in the tray of soil in the garden, for example, then decide to collect some small toy animals from indoors to hide under the soil to develop their imaginative play. Younger children enjoy filling their watering cans from the water butt, then pouring it out in the planting area, exploring the concepts of full and empty.

As the children play the childminder supports them very well to encourage their progress. The children show an interest in the selection of jigsaws on a low table, for example. The childminder sits with the children, and divides her time equally to ensure that each child benefits from her individual attention. Older children are supported to look carefully at the pictures on the jigsaw pieces to make

connections. The children talk enthusiastically about what they see, as they state 'this is the planet earth and we live here in Rochdale'. Younger children are supported very well to notice which shapes fit into which holes in their puzzles, then talk about and name the animals in the pictures. The childminder's ability to engage with and challenge the children as they play, to think carefully about what they do and see, helps the children to develop learning skills which directly contribute to their future economic well-being.

The childminder observes the children as they play and has an excellent awareness of their abilities and interests. She uses this knowledge very well to plan and provide activities which support the children's interests, enjoyment and progress. The childminder notices, for example, that a very young child is keen to explore movement as he repeatedly pushes a pram back and forth. With this in mind she ensures that wheeled toys, such as cars and pushchairs are available for him to explore this concept further, develop his interest and support his early mathematical development.

The welfare of the children is promoted extremely well. Excellent consideration is given to all safety issues. The children have a very good awareness of safety, because the childminder talks to them regularly about safety issues. They discuss what they might do in an emergency if the childminder became ill, for example, and how to make an emergency phone call. Children's health is promoted very well as they enjoy nutritious meals and snacks, plenty of outdoor play and opportunities to talk and learn about what keeps us healthy.

Young children behave well in the care of the childminder, they are confident and happy. The childminder supports children who are learning English as an additional language and children who may need additional support very well to ensure that no child is disadvantaged. She uses key words in children's home languages, displays written signs and has toys and resources which reflect children's home backgrounds and those of others, for example. In addition she supports children as individuals, tailoring activities to their age and abilities to ensure that every child makes very good progress. This ensures that every child is made to feel very welcome, is valued as a unique individual and is fully involved in all activities.

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

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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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