

Inspection report for early years provision

Unique reference number	EY288682
Inspection date	20/04/2009
Inspector	Carol Ann Dixon
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 was registered in 2004. She lives with her partner and two children aged 17 and 11 years in the Shaw area of Oldham. Minded children have the use of a lounge, dining room and outdoor play is provided from the securely enclosed rear garden. Bathroom facilities are available on the first floor. The property is within walking distance of local schools and amenities. The childminder attends local toddler groups and parks. The household has three pet cats.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding three children in the early years age range.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder demonstrates an excellent understanding of how to embrace the individuality of every child she cares for to ensure they achieve their full potential. The childminder works very closely with parents and other childcare settings to support a consistent approach to children's care and learning. She uses a variety of methods to evaluate her service, including a detailed self-evaluation form and feedback from questionnaires completed by children and parents. These effectively enable her to ensure the ongoing development and improvement of her provision.

What steps need to be taken to improve provision further?

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

- ways to further develop opportunities for parent's ideas to influence planning for their children.

The leadership and management of the early years provision

The childminder is committed to improving her provision and childcare knowledge through reading and attending training events. She is an approved network childminder and has completed a quality assurance award. She has an extensive knowledge of the Early Years Foundation Stage and the learning and development requirements and provides highly stimulating experiences based on children's interests and abilities. Comprehensively maintained records demonstrate that children are making excellent progress in their learning and development. Her meticulous attention to detail is exceptional, especially in relation to promoting the learning interests of each child and making activities and routines purposeful and inclusive. The childminder is currently considering how she can encourage parents

to be more actively involved in the planning process for their children in a way that meets their needs.

She undertakes detailed and evaluative observations and uses these, along with photographs, a tracker record and samples of children's work, to record their progress. Her excellent records also ensure that any gaps in children's learning are quickly identified and addressed through future planning. Records are available for parents to view, discuss and contribute to at all times. The extensive procedures in place for evaluation and reflective practice demonstrate a clear capacity for ongoing improvement.

The views of parents and children have been actively sought and the childminder has welcomed any suggestions received. For example, a request from parents for menus to be displayed has been swiftly addressed. Ideas from the children for outings and activities are also readily responded to. For example, a planned craft activity to create spring lambs was postponed due to the children's interest in going outdoors to water the plants. This led on to a request for water play and the children had lots of fun pouring and filling various sized containers as they played.

The recommendation made at the last inspection to promote anti-discriminatory practice has been thoroughly addressed. The childminder has created her own resource of non-stereotypical photographs which she successfully uses with the children to talk about differences and to help her respond to any discriminatory remarks. The childminder understands and fully implements all aspects related to inclusion and promotes this through observing and building on individual children's experiences and maintaining clear partnerships with their parents and other settings children attend. The childminder and children are currently learning basic sign language to support young children's developing communication skills.

The policies, procedures and records in place clearly promote all aspects of children's welfare and safety. These are shared with parents to ensure they are fully aware of her provision. The childminder ensures children remain safe while in the home, garden and on outings through effective risk assessments. She reviews these at regular intervals to ensure the continuing safety of children in her care. The childminder has a current awareness of safeguarding and child protection requirements. She has attended training to update her knowledge and has clear procedures to follow in the event of any concerns. All the documentation required to support children's welfare is in place.

The quality and standards of the early years provision

Children are incredibly comfortable and at home in this caring environment where they benefit from the highly skilled interactions of the childminder. They thrive on the stimulating range of play opportunities available, because these are exciting, varied and cover all areas of learning. They especially enjoy experiencing indoor and outdoor play in the free flow environment the childminder has created. Children behave very well and respond to the childminder in a positive manner, for example, sitting correctly on the chair when asked. They learn to take turns and play co-operatively, one child carefully shared the play dough and cutters with the

other children.

The childminder displays photographs and samples of children's work throughout the ground floor of the home and this develops the children's sense of belonging. Toys, resources and experiences promote positive images of diversity and meet the needs of all children. The childminder displays a clear understanding of the differences between boys and girls learning styles and takes positive steps to ensure all children are able to fully participate in the full range of play experiences. For example, a child who is interested in football is encouraged to develop his creativity by making a football from papier-mâché.

The childminder follows effective procedures for ensuring the health of children at all times, including providing individual face cloths and completing and sharing relevant documentation with parents. Children learn about a healthy lifestyle through discussions with the childminder and posters to remind them to wash their hands after using the toilet. She liaises closely with parents to find out individual children's dietary needs and meets these consistently. Children enjoy a range of healthy snacks and meals and are encouraged by the childminder to sample and try different foods, for example, blueberries and papaya at snack time. Children enjoy plenty of robust physical exercise as they visit local country parks where they have great fun splashing in puddles and climbing on challenging equipment under the careful supervision of the childminder.

Highly effective input by the childminder enables children to learn about personal safety. For instance, they learn about road safety and 'stranger danger' when going on outings and the dangers of fire as they recall the story of 'The Firefly'. Visits to local toddler groups, shops and parks help children develop socially and learn about their local community. They benefit from the wide range of experiences that enable them to learn about the natural world, such as planting and caring for their sunflower seeds which they compare the growth of using a height chart. They enjoy books and stories and have many opportunities to see and recognise print, for example, finding their name and picture to register their arrival at the childminder's house. Children are encouraged to make marks, including writing their names on their pictures. Labelled displays and simple word books linked to the current topic are helping children to recognise their names and simple words. Children show increasing skill in recognising and using numbers to support their play. For example, they practise counting how many coins they need to buy their fruit and vegetables as they play shop. Overall, the experiences provided help children make rapid progress and develop the skills necessary for their future learning.

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
---	-----

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