

## Inspection report for early years provision

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<b>Unique reference number</b>	304401
<b>Inspection date</b>	17/07/2009
<b>Inspector</b>	Debra Elizabeth Jean Dahlstrom
<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 registered in 1994 lives with her husband and two older children in Higher Disley, a small town approximately six miles from Stockport. The whole of the ground floor and one upstairs bedroom of the childminder's house are used for childminding. There is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time. There are currently four children on roll, of whom two are within the early years age group. The childminder is part of the National Childminding Association National Accreditation Scheme. The family has a dog.

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

Overall the quality of the provision is outstanding. The childminder gives children the best possible opportunities to learn and develop. In providing an extremely stimulating, welcoming and inclusive environment she supports children's excellent progress. High priority is given to developing positive partnerships with parents and other providers who support children's transition on to school. The childminder's organisational skills and commitment to improve are impressive. She has undertaken numerous training opportunities since her last inspection to inform her practice. Through the detailed and reflective self-evaluation documents the childminder uses, she is continually looking at ways to improve her high quality practice.

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

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

- continuing to develop the assessment arrangements for children.

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

The childminder has high aspirations for quality which is evident through ongoing improvement. She has made significant changes to her practice in order to embrace the changes the Early Years Foundation Stage framework brings to children's learning and development. Commitment to ongoing training ensures that she continually brings back what she has learned to inform her practice. The areas used by children, both indoors and outdoors, are exceptionally stimulating and innovative. There is an excellent range of resources which is of exceptional quality and very accessible to motivate each child's learning and enjoyment.

The childminder has an excellent understanding of safeguarding procedures and is fully aware of the action she needs to take to ensure children are protected. The

safeguarding policy, for example, is very detailed and the childminder is proactive in ensuring her knowledge is up-to-date through regular training and ensuring all relevant guidance is on file. High priority is given to all children in order to keep them safe. Very detailed risk assessments are undertaken regularly, covering all aspects of the home and any outings undertaken. Daily checks for the indoor and outdoor areas ensure all children can play safely. A visitors' book in the porch ensures all those persons entering the home during childminding hours are recorded.

The childminder is extremely committed in her approach to improving her service she spends significant amounts of time reflecting on practices, which is evident from the very thorough completion of the self-evaluation form. She regularly analyses her practices through meetings with other practitioners and visits from the local authority support worker. In addition, parents are actively involved in the process through completing regular questionnaires, and children's views are also sought.

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

The childminder is extremely secure in her understanding of the Early Years Foundation Stage. Meticulous observations and assessments of each child are promptly documented and are used to focus upon helping children to take the appropriate next steps in their learning. Detailed daily diaries are also shared with parents to ensure they are fully informed of children's progress. However, the childminder is currently looking to develop a more simplified system in order to assist parents and to also manage her own time more effectively.

Children make excellent progress in relation to their capabilities and interests. Both the indoor and outdoor environment, and also the quality of the childminder's interactions, enables children to be active and highly creative learners. Young children can successfully grasp early mathematical skills as they estimate the size of the doll's house furniture as they place them in the various rooms. Sensitive and intuitive questioning by the childminder successfully helps them to organise their ideas.

The childminder provides significant opportunities for children to develop literacy and language skills. All children visit the library and they take part in exciting initiatives by the local authority to promote an early appreciation of books. Book Quest and Book Start both enable children to continue to practise literacy skills, particularly through the transition of summer school holiday. Once successfully completed all the children receive a medal at a presentation. Such is her commitment to ensure all children are included, the childminder arranges for those children too young to officially receive a medal to have their own.

Children are extremely well safeguarded and highly effective practice promotes their welfare and independence. For example, attractive laminated toilet passes were an idea from the older children just starting school who wanted privacy in visiting the bathroom yet were aware of the difficulties in locking the door. Well researched and organised trips to the various emergency services, such as police

and fire station, ensure children have ample opportunities to talk to those adults involved in helping them. The childminder recognises firsthand experiences for children are invaluable in supporting children's learning.

Children thoroughly enjoy their time spent with the childminder. Her strong commitment to inclusion means that children's individual needs are valued and respected. In such a climate children behave well and show real consideration for the feelings of others. The childminder consistently uses the children's interests and spontaneous events to extend learning. For example, a young child noted the childminder's footprints as she walked through a puddle and then onto a dry path. Time was given to looking at the patterns made and the directions of the feet. Plastic bottles, filled with different materials, provide exciting opportunities for extending language and learning. Young children choose the 'lightest' or the 'heaviest' or the 'shiniest'. They collect 'special stones' from their walks or trips to the beach to put in their special bottles.

Children's appreciation of the wider world is broadened as the childminder is committed to maximising their learning. A simple interest in frogs created a 'frog tank' on their 'nature table'. Young children can follow the life cycle and then safely return the small frogs to the local pond. A simple homemade laminated jigsaw ensures that younger children in particular, can look and correctly place their frog and tadpole pieces in the correct sequence. This provides hands-on experiences to consolidate their learning.

Children's appreciation of physical activities and the impact a healthy lifestyle has upon their developing bodies is promoted extremely well in the childminder's care. The excellent range of attractive and interactive resources and play materials means children learn about their senses or how the organs of the body work and the significance of the skeleton. The extensive range of learning opportunities provided for all children cannot help but ensure that they are developing successful skills for their future learning and well-being.

## 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?	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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