

## Inspection report for early years provision

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<b>Unique reference number</b>	EY250589
<b>Inspection date</b>	16/09/2009
<b>Inspector</b>	Marina Anna Howarth
<b>Type of setting</b>	Childminder

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 2003. She lives with her three children, aged 11 months, seven years and 12 years, in Norden on the outskirts of Rochdale, Lancashire. The childminder's home is located on a slope with steps leading to the front and rear of the property. The whole of the ground floor of the childminder's house is used for childminding, plus the upstairs bathroom and daughter's bedroom. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than two of which may be in the early years age range. She is currently minding two children under five on a part-time basis and two school age children before and after school. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children and attends the local parent/toddler groups. The childminder has a Developing Childminding Practice qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children's individual needs are met exceptionally well through the implementation of flexible planning and effective assessments. As a result, children are making progress in all areas of their development given their age, ability and starting points. Children flourish in the stimulating, vibrant homely environment. Highly effective partnerships between parents and external agencies ensure that children's individual needs are met. Children's safety remains paramount as the childminder operates rigorous procedures which are reflected in practice. Thorough self-evaluation systems by the childminder ensure that priorities for development are identified and addressed bringing about sustained improvement to the setting.

## **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 systems to enable parents to contribute to their children's learning in the setting and evaluate on a regular basis.

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

The childminder demonstrates a comprehensive awareness of safeguarding issues and has attended regular training. She is aware of the procedures to follow in the

event of concerns arising. In addition, detailed risk assessments for both indoor and outdoor activities are effectively implemented which helps to eliminate risks and keep the environment safe. Robust systems for the safe collection of children and ensuring children are never left unsupervised ensure children's safety remains paramount at all times. Children are actively encouraged to be aware of their own safety through clear explanations offered by the childminder. For example, children practise emergency fire evacuation procedures on a regular basis resulting in them being aware and confident with the routine. They discuss road safety when they cross the road and are aware of clear boundaries established by the childminder to keep them safe.

Children have access to a warm, welcoming, stimulating environment which is highly conducive to their learning. Colourful displays of the children's work and educational pictures adorn the walls. Resources are of high quality and volume supporting children's learning and development and are reflective of the wider world.

The childminder has a clear and achievable plan for self-evaluation. She has addressed all recommendations raised at the previous inspection. For example, she has removed the lock from the bathroom and ensured that all toiletries are inaccessible to children, ensuring their safety is considered. She also follows guidelines from first aid training with regards to the contents in her first aid box. She demonstrates a strong commitment to equality and diversity and continually reflects on her provision evaluating all aspects of her service. She is committed and enthusiastic with regard to further training which has enabled her to continually enhance her skills.

A highly strong commitment to working closely with parents, other settings and agencies is evident. Parents are kept fully informed of their child's progress and every aspect of their child's care which results in their individual needs being met effectively. The childminder is continually seeking ways to improve communication with parents and uses regular newsletters, comments box, daily diaries and display boards to distribute information. Systems for involving parents more in their children's learning have been identified to be developed further by the childminder.

## **The quality and standards of the early years provision and outcomes for children**

All children make significant gains in their learning. Their individual progress is consistently good in relation to their starting points and capabilities. Children are confident and eager to attend the setting. They play a dynamic role in their learning and actively instigate activities resulting from their interests and enthusiasm. They demonstrate high levels of curiosity, imagination and concentration. For example, young infants discover that they can post small tubes of pasta through a small hole in the activity tray. They are then eager to establish where the pasta has disappeared to by looking under the tray. Children are learning the sequence of numbers as they count the number of shiny pebbles in the sand tray by positioning them in a line. They repeatedly request to count again. They make noises by holding the pebbles in their hands and shaking them.

Children enjoy participating in a variety of role play where they dress up in fancy shoes and clip-clop around the house. They use diggers to collect pebbles and pasta. They are learning to recognise letters in their name as they find their name card on arrival and post it in the box. They use colourful interactive displays using a variety of letters to make simple words and they copy the childminder by writing their name in the sand.

Children show that they are developing a very good understanding of how to keep themselves healthy. They wash their hands when they have visited the toilet and before handling food. They are encouraged to put their hands over their mouth when they cough or sneeze and tissues are available to enable them to wipe their nose. Children enjoy participating in a wealth of outdoor activities in a variety of locations. They confidently climb equipment, crawl through tunnels and explore movement using their bodies in a variety of ways. They are actively inspired by nature as they go on nature walks and are encouraged to listen to the birds, smell the lavender and walk on different surfaces. They play outdoors in a variety of weather conditions where they touch the cold snow and make rainbows by using different colours in ice and watching the ice melt and the colours merge. Children are learning the importance of a healthy diet as they are offered a variety of nutritious, freshly prepared food and their dietary needs are adhered to. Close liaison with parents is a continuous process from induction to the end of the child's time in the setting and ensures consistency of care is maintained and individual children's needs are met exceptionally well. The childminder is skilled in conducting meaningful observations which enable her to establish strong bonds with the children in her care and to provide activities which are stimulating and significant to their individual developmental needs. Their next steps in learning are clearly identified which subsequently results in them making continual progress.

The childminder is highly accomplished in valuing children as individuals. She is sensitive to their needs and successfully builds close and loving relationships with them. Children enthusiastically participate in the wealth of activities and experiences provided. For example, they actively learn about different faiths and cultures as they participate in the celebration of festivals and spend time in the local community. They learn to respect and value each other's differences and their independence is encouraged. For example, they confidently move around the child-focussed environment and are motivated to explore different resources. Everything is clearly labelled and located at their level or attractively presented. The childminder ensures that all the six areas of learning are covered on a weekly basis and continually strives to ensure play remains meaningful and stimulating. Children's behaviour is exemplary. They use their manners and show interest and concern towards each other. Clear boundaries are established and discussed with the children and older children contribute to creating their own rules which they proudly adhere to. Children are continually rewarded for their good behaviour and proudly show off stickers they have achieved for being polite and caring and walking nicely to school.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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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