

Inspection report for early years provision

Unique reference number EY342654
Inspection date 11/09/2009
Inspector Rachel Ruth Britten

Type of setting 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 2006. She lives with her husband, who is her childminding assistant, and two children aged six and three years. The family live in Irlam, Greater Manchester. Most areas of the property are used for childminding purposes. There is a secure garden available for outdoor play. Family pets include one pet dog.

The childminder is registered to care for a maximum of four children when minding alone, and eight when minding with her assistant. There are currently 16 children on roll aged from eight months to nine years. Of these, seven are within the Early Years Foundation Stage (EYFS). The care provided for children aged over five years to nine years is registered by Ofsted on the Childcare Register. The childminder is not currently supporting any children with special educational needs and/or disabilities or children who speak English as an additional language.

The childminder holds an appropriate level 3 qualification in early years and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminding is highly effective, with exemplary standards of safeguarding. The setting superbly supports every child to make excellent progress in their learning and development. This is achieved through excellent organisation, constant insightful evaluation and well-targeted improvements. Partnerships with other providers assure consistent levels of high quality care. The home is excellently adapted to provide a stimulating, rich learning environment where the childminder and her husband work excellently as a team, placing children's welfare and development above all else. They have both capacity and enthusiasm to maintain exceptionally high standards.

What steps need to be taken to improve provision further?

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

- further develop initial and periodic assessments for each child so that their progress under each area of learning is more clearly known and provided
- further extend hygiene procedures by implementing individual hand drying.

The effectiveness of leadership and management of the early years provision

The steps taken to safeguard children are exemplary. The childminder is trained and knowledgeable about child protection procedures, first aid, emergency

planning and risk assessment. She explains the benefits of working with a male role model and ensures he is vetted and well briefed. She keeps to registered ratios and exceeds them on trips to ensure children's safety. Her comprehensive policies and procedures are robustly applied and adapted to any changing and unforeseen circumstances. For example, handy lists and cards ensure that her husband assistant knows exactly how to secure every child when she goes into labour shortly. All parents have been given a card to carry with details of how to contact the childminder, should any accident befall the parent. Every child practises the emergency evacuation and knows about road safety and stranger danger because visits, role play, visual prompts, stories, songs and rhymes are well used to reinforce this learning. Risk assessments are reviewed each time they are used and careful changes made to ensure safety, for example, when the traffic light crossing is out of order.

The childminder forges open and professional relationships with parents from the outset, showing a detailed portfolio of information and obtaining details about all aspects of each child to ensure continuity of care. Her training on children's rights and making positive relationships indicate the childminder's commitment to this. Parents have copies of all the policies and procedures and see a wealth of evidence displayed showing what is offered. Particular care is taken to support children where loss or change are causing some emotional distress, so that children are quickly helped to become secure, nurtured and safe. Children's developmental records are regularly shared and parents' contributions encouraged although there are no clear initial or subsequent summaries of starting points and progress. Monthly newsletters keep parents up to date and pictures and symbols are used to assist understanding for any children or adults with literacy or language difficulties. Information websites about male role models were given out and an open evening took place to formally introduce the childminder's husband as an assistant. Parents give their consent for all aspects of the service, including arrangements for any sole care by the husband assistant and for open liaison with others involved with the child, such as reception teachers or pre-school key workers. The childminder already obtains details of the themes and activities of other providers so that her input complements theirs and the child's experience is consistent without being repetitive.

The childminder has high aspirations and is passionate about continuing to improve the childminding. She attends a wealth of training about ways of promoting children's welfare and development, for example, through messy play, outdoor adventure and problem solving play and sustaining the environment. Other training has developed her insight about special education needs, disabilities and how to ensure inclusion of every child and address equality and diversity issues in relevant ways for young children. As a result, continuing improvements have benefited and enriched every child's experience. The childminder has completed professional childcare training, including the diploma in home-based childcare, and is planning to undertake the early years degree. She makes use of Ofsted, local authority and National Childminding Association quality assurance tools to identify and implement best practice. Her belief in, and use of, the EYFS materials is outstanding. She is highly organised to reflect on her strengths and weaknesses and what works best for each child, undertaking a monthly practice review. She also utilises dated checklists to prompt her to review and renew

insurances, training and practice as necessary. As a result, the outcomes for each child are outstanding.

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

Each of the large number of children on roll is eager to attend and makes significant gains in their learning, thanks to the outstanding commitment and knowledge of the childminder. Children are absorbed and fascinated by the wealth of experiences, activities and resources which are made available for them to choose and get involved with. They make their own paint to use, create presents to celebrate different religious festivals, use junk to make things and enjoy a wealth of stories, music, treasure baskets and role play. Activities are broadly linked by general themes and children find links between various aspects of their play and learning as the childminder finds related reference books, stories, craft and outdoor activities. Every opportunity is taken to answer questions, develop new knowledge and consolidate what has been learnt as children play and interact with the childminder and her assistant. Literacy and numeracy are threaded through any activity as children ask what new words mean or are challenged to count, reason or examine size, shape and fit. New children get to know where things are and the daily routine as they help to water the herbs and vegetables, put their scraps on the bird table, recycle their used paper into the relevant storage box, and stand to the sink on the little steps to wash the grapes for snack. As a result, they are exceptionally confident and independent, showing high levels of interest and engagement.

The home and resources provide outstanding choice, space and stimulus because the childminder organises storage boxes, shelves and available wall space with pictures, words and materials which make the environment easier to understand and use. A host of collages, photos and art and craft work are displayed at child height, along with name cards to find and put on their peg for the day, all help children feel a strong sense of belonging here. Children help to make their own reference resources too, which are hung accessibly on door handles and used to support reminders about healthy living, personal hygiene, recognising our feelings, taking care of the planet, understanding people with disabilities, and people who help us. Technology and understanding of the world are particularly well woven into play and routines, so that young children experience programmable toys and progress on to children's computers and then real laptops. The childminder is careful to ensure that activities are tailored to the ages and stages of every child present, using suitable resources so that each one is fully included and stimulated.

All children show that they are developing a very good understanding of how to keep healthy, safe, and have skills for the future. They enjoy an extremely healthy diet and undertake a variety of exercise in the garden and outside. They know all about catching germs in tissues and binning them and clean their teeth after meals. However, they all share one hand towel which is changed as necessary. They are practised at changing their clothes and adapting what they wear to the weather and amount of mess they are making and are increasingly aware of the contribution they can make to their own well-being, those of others and the wider

natural world. They are learning to think of the needs of their friends who come to the setting and are able to share, take turns, help, understand each other's differences, and at times wait for adult attention. They understand well how to keep themselves safe, including how to cross the road and what to do in an emergency. This is because the childminder and her assistant explain, discuss, challenge, question and teach children skilfully, using immense knowledge and insight about each child's needs and stage of development. They also warmly praise and interact with each child, making them feel extremely valued and special.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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

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