

Inspection report for early years provision

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Inspection date	08/09/2009
Inspector	Christine Myerscough
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.

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Description of the childminding

The childminder was registered in 1987. She lives with her husband and adult daughter in a house in Oldham. The whole of the ground floor of the childminder's house is used for childminding. Children also have access to a bedroom and bathroom facilities which are upstairs. There is a fully enclosed garden available for outside play. The family has a cat.

The childminder is registered to care for a maximum of six children at any one time, under the Early Years Register and compulsory part of the Childcare Register. She is also registered on the voluntary part of the Childcare Register. She minds with her husband who is also a registered childminder. Together they may care for a maximum of 12 children. Both childminder's have equal responsibility for the childminding practice. Occasionally, the childminder and her co-childminder work alongside their daughter who acts as an assistant.

There are currently 17 children on roll aged from seven months to 10 years old. The childminder holds a Cache Level 3 Certificate in Childminding Practice and is a member of Oldham Childminding Network, which is Quality Assured. She works in partnership with outside agencies and other providers of the Early Years Foundation Stage (EYFS).

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare, learning and development are provided for exceptionally well. They benefit from a highly stimulating, welcoming and harmonious learning environment, where inclusion is extremely well promoted and high priority is put on valuing the uniqueness of each child. The childminder works in extremely close partnership with her co-childminder to ensure excellent standards of childcare are embedded across all areas of practice. Highly successful partnerships with parents and others involved in children's care build strong continuity in children's lives. The childminder is extremely successful in identifying areas for further development, such as promoting children's learning in the outdoor garden and demonstrates a huge capacity for continuous improvement.

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 extend children's learning outdoors in the garden by creating an environment rich in print and introduce number labels.

The effectiveness of leadership and management of the early years provision

Children's well-being is significantly enhanced by the childminder's dedication and excellent organisation. Brilliant teamwork with her co-childminder ensures that children's needs are exceptionally well met. Children's welfare is considered to be of paramount importance. The childminder ensures adults living in her house are suitable and has a comprehensive awareness of safeguarding issues and of the correct procedures to follow should a concern arise. Record keeping is kept in meticulous order and comprehensive policies help to maintain a highly efficient service. Children are cared for in exceptionally well maintained surroundings and rigorous risk assessments keep them extremely safe. They thoroughly enjoy playing in a purpose-built playroom and access high quality toys, which meet their developing needs exceedingly well. The childminder has a strong commitment towards promoting equality and activities are adapted to enable all children to participate. For example, during singing sessions, picture cards, which act as visual prompts, help younger children to make their choice of song and they eagerly point to their favourites.

The childminder frequently attends training to keep fully abreast of current issues in childcare. Rigorous self-evaluation and extensive monitoring, which involves the views of parents and children, enable the childminder to devise exceptionally well-targeted plans to bring about sustained improvements. Since the last inspection, ongoing developments in the garden have greatly impacted on children's learning. For example, a fixed all weather chalk board has inspired children, who were previously reluctant to mark make indoors, to practise their writing. This has significantly improved their skills.

The childminder's professional manner and strong commitment to working in partnership with parents helps to establish excellent relationships. Parents are provided with high quality information, such as an attractive brochure about the service. The childminder has an exceptional knowledge of each child's background through gathering details about their specific needs and recording information on an 'all about me' sheet. She communicates effectively with parents in a number of ways, such as sharing records of children's food intake and nappy changes on a daily basis and providing specific information about how they can extend their children's learning at home. The childminder's commitment to working with other providers of the EYFS and outside agencies is exemplary. She takes a lead role in establishing highly effective working relationships with the local nursery and health visitor and has devised a chart, which documents shared information. This is used very successfully to promote children's care, welfare and learning.

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

The childminder's sensitive, very caring nature enables children to establish wonderful relationships and they demonstrate an extremely strong sense of security in her care. Children make excellent progress towards the learning goals

because the childminder has an expert working knowledge of the learning and development requirements. Her enthusiastic approach highly motivates children and she is particularly skilful in effectively questioning children to help them become independent thinkers. Extensive planning, which is based around children's interests, topics and themes, ensures children receive rich, varied and imaginative play experiences. Information gained from high quality observations and rigorous assessment, which is fully documented in children's learning journey files, is used very effectively to plan for the next steps in children's learning. Children are not stereo-typed and the childminder clearly understands that the learning styles of girls and boys may differ. She responds to their particular passions by purchasing resources which appeal to their particular interests.

Children look forward to seeing their friends and spontaneously hug and kiss one another. Their behaviour is exemplary and they demonstrate high levels of confidence. For example, they take responsibility for devising the house rules and show great pride in achieving the 'star of the moment' award. Children keenly show how able they are as they independently take off their all weather suits after playing outdoors and arrange the cutlery on the table at mealtimes. They communicate exceptionally well and describe how the sun and water have helped their apple tree to grow. From an early age, children recognise their name cards and become absorbed by the childminder's engaging storytelling. Indoors, a number line and a good range of print are on display, however, less emphasis is given to displaying print and number labels outdoors in the garden to further enhance children's learning in this area. Fun games are highly effective in promoting children's mathematical awareness. For example, children enthusiastically follow instructions to find six more red bricks and use their own initiative to solve problems as they follow pictorial instructions to create models from construction toys.

Children gain a very good understanding of the wider world through planned activities and an excellent range of resources and artefacts which reflect diversity. During Divali, they light candles and learn about the story of Rama and Sita. Superb attention is given to developing children's skills for the future. Children are taught to act responsibly and they eagerly volunteer to place cardboard in the recycle bin to help save the planet. They play an active role in the childminder's home and have their own digital cameras to take photographs for the display board. In the sensory garden, children have herb plots, where they develop a strong interest for nature. They enjoy new experiences during outings, such as stroking an owl at a bird sanctuary. Great emphasis is placed on outdoor play and children thoroughly enjoy the freedom of playing in the childminder's highly attractive garden. Indoors, children proudly show off their talents as they vigorously jump, hop and skip with great skill. The childminder introduces children to music from around the world, such as Reggae, and they carefully beat out the rhythm on a drum and eagerly perform their expressive dance moves in front of a low-level mirror.

Children are extremely well nourished. The childminder uses high quality produce, such as organic fruit and prepares homemade meals, which children eagerly tuck into. Stringent hygiene routines, such as wearing disposable gloves when nappy changing, prevent cross infection and ensure children's good health is extremely

well promoted. Children show an exceptional understanding of the importance of following personal hygiene routines. They talk about getting rid of germs through hand washing and remember to wipe their shoes on the mat as they come in from outside. Close attention is paid to raising children's awareness of personal safety. Through stories and discussions, children understand about not talking to strangers and when out on walks, they wear hi-visibility jackets so that they are easily recognisable to the childminder.

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