

Inspection report for early years provision

Unique reference number	EY317458
Inspection date	08/10/2009
Inspector	Anne Drinkwater
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 has been registered since 2005. She lives in the Chorlton area of Manchester with her two children aged five and nine years. Childminding takes place on the ground floor of the house in the lounge, playroom and kitchen with bathroom and toilet facilities on the first floor. A garden is available for outdoor play. The family has a cat, guinea pigs and free range chickens.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding a total of two children in this age group. She also offers care to children aged over five years to 11 years.

Children may be taken to and collected from local schools for out of school care. Younger children can be taken to local carer and toddler groups and other child-centred facilities to extend play opportunities and social skills within a group setting. The childminder 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 childminder ensures the welfare, care and learning needs of every child are extremely well promoted. Excellent attention is given to children's safety and they can explore and learn within very safe boundaries, both indoors and on outings. The partnerships between the childminder, parents and other settings contribute significantly towards meeting the unique needs of all children. The recommendations made at the last inspection are fully in place and the childminder is committed and enthusiastic with regard to further training which will enable her to continually enhance her skills.

What steps need to be taken to improve provision further?

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

- extend the range of information gathered from parents to identify children's individual starting points upon entry to be able to provide the best learning opportunities for children
- continue to develop systems for self-evaluation and involve parents and children to ensure strengths and areas for improvement are clearly identified.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of how to recognise signs and symptoms of abuse and the procedures to follow with concerns. She keeps her knowledge up-to-date by attending training and parents are fully informed of the procedures with a well written safeguarding policy. The childminder keeps all the relevant records and an excellent range of written policies, procedures and guidance. Excellent safety procedures promote children's welfare effectively. For example, children's accidents and medication are well managed, and all required records are in place and completed accurately. Risk assessment is comprehensive and includes all areas of her practice and outings. A clear emergency plan incorporates the use of an emergency back-up childminder system and promotes children's security on outings. These measures all help to ensure that children's safety and welfare remains her priority. This all helps to protect children from harm.

Children are welcomed into a family home; they have access to a warm, 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.

Equality and diversity is deeply embedded into the childminder's everyday practice. Menus are planned to include every child's needs and wishes. The childminder is very aware of equality issues, challenges any discrimination and implements inclusion in all areas of practice. The unique needs and interests of every child are embraced and the wishes of their parents and carers are fully respected. Children explore a range of different festivals and customs throughout the year. This enables them to explore concepts related to their personal traditions and beliefs and respect those of others.

The childminder has an excellent commitment to working alongside any relevant agencies to support children's specific needs. She liaises with other settings on an ongoing basis to ensure children receive consistency of care. For example, she knows many of the children's teachers as she works in the local school and is aware of their developmental milestones and current topics; this ensures she complements any topics that children are involved in and extends their interests within the childminding environment.

The partnership with parents is good. Parents are highly complimentary about the childminder's practice and believe she offers excellent care and education. A comprehensive range of information about their children's development is shared with them and they are continually involved in their children's learning and development. For example, the childminder shares a wealth of photographs which are sent by email each month and discuss the children's portfolios and tracker books containing well written observations. This benefits every child according to their unique circumstances and enables them to make excellent progress. The 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.

Systems for gaining children's starting points on entry have been identified to be developed further by the childminder and, although self-evaluation is not fully implemented, priorities for improvement are swiftly identified to ensure that the needs of individual children and their parents are met.

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

Children flourish in the stimulating, vibrant homely environment. Resources are provided to meet the needs of children of all ages and stages of development to make individual learning realistic and achievable. This means they develop excellent skills to prepare them for their future learning and development. Children have many opportunities to develop problem solving abilities, communication, and language and literacy skills. They also freely access a wide range of programmable toys and a laptop, which helps them to develop their awareness of information communication technology and how things work. Children are learning the sequence of numbers as they count the number of train carriages they position on the line. They use their senses to explore a wide variety of materials and objects. For example, moon sand, dough and sand. Children are developing an excellent understanding of their local environment and the wider world. They visit many local places of interest and meet members of the community. They also learn about the natural world through bug hunting and exploring in the woods, growing fruits and vegetables, collecting the chicken eggs and learning about the needs of small animals. Regular visits to the organised outdoor play session in the woods give children the unique opportunity to learn about animals in their natural environment, explore the fox hole, learn about plants, and grow their seedlings and model make using mud. Excellent use of environmental print and images greatly reinforces young children's awareness of colour, places around the world, numbers and simple words. Children have daily opportunities for fresh air and exercise by way of garden play and walks to and from school. Children thoroughly enjoy looking at photographs of past experiences and discussing these with the childminder. This helps them to reflect on their learning.

The childminder plans a wide range of activities both indoors and out which help children to become active learners. Ongoing observational assessment is excellent and shows children's rapid progress from when they start at the setting. These include written observations and assessments, photographs and examples of children's achievements. The childminder keeps a list of weekly activities and ensures the next steps in learning are planned to move each child forward in their learning.

Children demonstrate how they feel safe in the childminder's care. For example, through timely observations when they play she explains the man on the train track could be in danger, 'we do not walk on tracks'. They talk about things that frighten them and the childminder takes time to listen carefully and then reassures them effectively.

Children enjoy a healthy lifestyle. They learn good procedures for their own personal hygiene and clear hygiene routines are maintained around the family pets, even the youngest child knows when to wash his hands at appropriate times without prompts. This excellent input helps to reinforce personal hygiene routines. The childminder offers fresh fruit at snack time and encourages the children's understanding about how foods affect their bodies, through planned activities and discussion. She provides a wide range of healthy meals and snacks and children have every opportunity to make choices. Meals are nutritionally balanced and children are involved in helping to prepare their favourites; for example, a trip to the fishmongers is arranged to buy the fish for the pie. A range of home grown fresh fruit and vegetables alongside free-range eggs from the chickens in the garden is harvested and eaten.

Children learn about aspects of their own safety, which promote a strong feeling of staying safe. For example, they practise safe routines for crossing roads. They know what is expected if they must leave the home in an emergency, as they are involved in regular practices of the emergency escape plan, resulting in them being aware and confident with the routine.

Children are exceptionally well-behaved and occupied because they are involved in meaningful experiences. They learn the behaviour boundaries set by the childminder. For example, she keeps a list of simple house rule pictures that helps them to understand what is expected of them. She helps children understand that it is their behaviour that is sometimes not acceptable rather than children themselves. She is kind and treats children with respect and equal concern, letting them know that she is always there for them. She teaches them to be kind to others and the pets and in turn they respect others and respond well to her input. The childminder's behaviour management strategies clearly enable children to develop a strong sense of confidence and self-esteem.

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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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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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