

Inspection report for early years provision

Unique reference number 301246
Inspection date 15/01/2010
Inspector Cathleen Howarth

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 registered in 1995. She lives with her partner and two children aged 11 and 15 years in Springhead, Oldham. The whole of the lower ground floor of the childminder's house is used for childminding in addition to a bedroom and bathroom on the ground floor. Parents park their cars on the drive, which is on an incline and they use the front porch for the entrance. The childminder walks to school to take and collect children. She attends the local toddler group and playgroup. Transport can be arranged on request. There is provision for outside play in the back garden and local park.

The family has a dog which lives in the house.

The childminder is registered to provide care for a maximum four children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. Currently there are four children on roll on the Early Years Register and there are no children on roll on the compulsory and voluntary part of the Childcare Register.

The childminder usually provides care throughout the year on weekdays from 8.30am to 5.30pm.

The childminder has links with other Early Years Foundation Stage providers and is appropriately qualified. She is a mentor for other childminders in the area and is a member of the Oldham Early Years Childminding Network. The childminder has recently attained a Level 2 award in Food Safety in Catering.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A noticeable feature is the childminder's calm, caring approach and her unique effectiveness in supporting children to make excellent progress towards the early learning goals. Inclusive practice is firmly embedded in all aspects of the provision and children's individual needs are impressively met. The childminder has set high standards, which reflect in her high aspirations for the children. The childminder effectively demonstrates she has substantial capacity to make independent and continuous improvements.

What steps need to be taken to improve provision further?

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

- ensure all visitors use the visitors book.

The effectiveness of leadership and management of the early years provision

Children are professionally safeguarded. The childminder's comprehensive awareness of safeguarding issues is exemplary and she fully understands her role in child protection and the procedures to follow should a concern arise.

The effectiveness of leadership and management in embedding ambition and driving improvement is excellent. The childminder is determined to succeed and regularly attends training events run by the local authority. She has set high standards and has high expectations, which are embedded across all areas of practice. As a result, outcomes in children's achievement and well-being are exceptionally high. The childminder takes well-considered steps to ensure resources and the environment is fully sustainable. The effective deployment of resources in addition to the physical layout of the setting, which has been tastefully thought through and designed to meet the needs of children, clearly enhances children's experience at the setting. Impressive outcomes for children are clearly attributed to the excellent use of high quality furniture, equipment and resources. As a result, children benefit and thrive in the setting.

The childminder places the promotion of equality of opportunity at the heart of all her work and she is extremely skilled at narrowing the achievement gap. She is a positive role model for children and has exceptional knowledge of each child's backgrounds and needs. Children are learning about human differences in the wider community through well thought through activities that effectively promote gender, disability, ethnicity and culture. Some examples include food tasting, art and crafts, music and movement. Self-evaluation includes rigorous monitoring at all levels and searching analysis of what she does well and what she needs to improve. This is clearly demonstrated through comprehensive self-evaluation systems. As a result, actions taken by the childminder are well targeted and bring about sustained improvement. The childminder has effectively addressed the recommendation made at the last inspection. Children now participate fully at snack time, which further promotes self-help and social skills.

There are strong levels of engagement at the setting. Relationships and working in partnership with parents is exemplary. Parents commend the childminder for the way in which she sensitively delivers an exceptionally good service. Parents are meaningfully involved in decision-making on key matters affecting the setting and through well-established and highly inclusive procedures, including self-evaluation. Children are fully included and involved. Their views and suggestions are enshrined in written evaluations of what they have done and the achievements they have made in all areas of learning. The childminder is highly committed to working in partnership with others and takes a lead role in establishing positive working relationships. Examples of this include mentoring other childminders in the area and the contribution she makes to the local Early Years Childminding Network. There are well-established channels of communications between all partners involved with individual children to successfully promote their learning, development and welfare. Systems are in place to verify the identity of visitors; however, they do not always sign the visitors book.

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

The childminder has exemplary knowledge and understanding of the Early Years Foundation Stage and skilfully promotes children's learning and development. Children's individual progress is excellent in relation to their starting points and capabilities. This is demonstrated through well established and highly effective systems and excellent levels of consistency. For example, the childminder routinely records observations of children at play to determine their natural interests, capabilities and preferred learning styles. She accurately tracks children's progress, using the Practice Guidance for the Early Years Foundation Stage. In addition, she attractively maintains children's development files and collates pictorial evidence of what children have achieved. The childminder evaluates stimulating and challenging activities with children and takes into account their age and stage of development in the six areas of learning, effectively supporting them to take the next step towards the early learning goals. The childminder has very high and appropriate expectations of what children can achieve. Her questioning methods consistently challenge and support children to achieve as much as they can. She continuously and effectively scaffolds children's learning in all areas. Overall, teaching methods are inspirational and the childminder is able to maintain children's attention for long periods. All children are encouraged to have a go, and as a result they are confident learners who have clearly developed a positive attitude towards learning.

All children show a strong sense of security and feel safe within the setting. They show a real understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. Older children are extremely confident and competent in communicating their thoughts and maturely take responsibility for their own and others safety. They routinely practise the emergency evacuation plan in order to learn how to act responsibly in times of uncertainty. Children's understanding of the importance of following good personal hygiene routines is excellent. Healthy eating is promoted extremely well and children make healthy choices, such as choosing fresh fruit for their morning snack. There are innovative opportunities for children to engage in a wide range of physical activities, both indoors and outdoors and this includes regular sessions at play gyms. All children are highly valued and treated with equal concern. They work exceptionally well on their own and with others. They engage in meaningful activities that help them value diversity. For example, children learn about different cultures, languages and religions. This is done through the use of books, musical instruments and a host of other resources and activities, like model making.

Children's development in communication, numeracy, and literacy in addition to the use of information communication technology is exceptionally good. They show real curiosity and have a great desire to explore and examine their environment and resources. They are inquisitive learners. During art and craft sessions children have great fun gluing and sticking pasta shells on paper and making patterns to take home. They like to show their parents what they have achieved. These highly

effective measures provide firm foundations for children to develop knowledge, understanding and skills that are required for later life.

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