

Inspection report for early years provision

Unique reference number	EY252313
Inspection date	29/01/2010
Inspector	Cathleen Howarth
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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

After childminding for 13 years, the childminder re-registered in 2002. She lives with her husband and 17 year old son in Middleton, a suburb of Rochdale. The whole ground floor of the childminder's house is used for childminding in addition to the bathroom on the first floor. There is provision for children with special educational needs and/or disabilities. The childminder walks to local schools to take and collect children. She attends the local toddler group and playgroup in addition to support sessions for childminders provided through local Sure Start centres. Transport can be arranged on request. There is provision for outside play in the back yard and local park.

The childminder is registered to provide care for no more than six children under eight years; of these, not more than three may be under five and of these, not more than one may be under one year at any one time. Currently there are three children on roll on the Early Years Register and one child on roll on the compulsory part of the Childcare register. There are no children on roll on the voluntary part of the Childcare Register.

The childminder usually provides care throughout the year on weekdays from 7.30am to 6.30pm. Other times may be considered depending on the childminder's availability. The childminder is registered with social services to provide subsidised respite care for children with additional needs.

The childminder is a member of the Rochdale Early Years Childminding Network and has links with other Early Years Foundation Stage (EYFS) providers. She has recently attained a Level 2 Award in Food Safety and Catering in addition to the Gold Standard Award for healthy eating and promoting good oral hygiene. The childminder has attained a quality assurance award through the local authority and has recently attained a Diploma in Home Based Childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A noticeable feature is the childminder's calm, caring nature and her professional approach in supporting children to make good progress towards the early learning goals in all areas. Inclusive practice is firmly embedded in all aspects of the provision and as a result children's individual needs are well met. Self-evaluation is an integral part of the provision. The childminder has set high standards, which reflect in her high and appropriate aspirations for the children. The childminder effectively demonstrates she has good capacity to make independent and continuous improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- update the existing complaints procedure.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by robust vetting procedures, which reassure parents that adults are suitable to work with children. The childminder's in-depth awareness of safeguarding issues is good 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 outstanding. The childminder is extremely conscientious and very determined to succeed. She regularly attends training events run by the local authority to keep up-to-date with childcare practice. She has set high standards and has high expectations, which are embedded across all areas of practice. Overall, outcomes in children's achievement and well-being are good. 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 lay out of the setting, meets the needs of children well and clearly enhances their experience at the setting. Good outcomes for children are attributed to the effective use of quality furniture, equipment and resources. Children clearly benefit and thrive as a result of the setting they are in.

The childminder places the promotion of equality of opportunity at the heart of all her work and she is skilled at narrowing the achievement gap. She is a positive role model for children and has secure knowledge of each child's backgrounds and needs. Children are learning about human differences in the wider community through well thought through activities that positively 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 the childminder's commitment to regularly updating the High Five Forward to Quality file, which is a self assessment scheme run by the local authority. 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 and parents are now fully informed of child protection procedures. At the time of inspection, most policies and procedures had been reviewed and updated. However, the complaints procedure had not been included.

There are meaningful levels of engagement at the setting. Relationships and working in partnership with parents is good. Parents commend the childminder for the way in which she sensitively delivers an effective service. Parents are routinely involved in decision-making on key matters affecting the setting and through well-established and 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 effectiveness of working in partnership with others is

excellent. The childminder takes a lead role in establishing exemplary working relationships. A good example of this is how the childminder works effectively with another childminder, promoting a seamless approach to delivering the framework and provides for children with additional needs through her work with social services.

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

The childminder has secure knowledge and understanding of the EYFS and skilfully promotes children's learning and development. Children's individual progress is good in relation to their starting points and capabilities. This is demonstrated through well established, effective systems and high 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 EYFS and attractively maintains pictorial evidence of what children have achieved in their development files. 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 high and appropriate expectations of what children can achieve. Her methods consistently challenge and support children to achieve as much as they can. She continuously and effectively supports children's learning in all areas. Teaching methods are consistently good 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. 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 positively promoted and children make healthy choices, such as choosing fresh fruit for their morning snack. Fruity Friday is a unique example of how the childminder impressively promotes healthy eating. Also there are innovative opportunities for children to engage in a wide range of physical activities, both indoors and outdoors and this includes regular walks on nature trails. All children are highly valued and treated with equal concern. They work very 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 through the use of books, jig saws, musical instruments and a host of other resources and activities, like mask making, to effectively reinforce their learning.

Children's development in communication, numeracy, and literacy and their use of information communication technology is good. They show real curiosity and have

a natural desire to explore and examine their environment and resources. They are inquisitive learners. During role play children have great fun dressing up as princesses. The childminder organised a trip to the pantomime, purposefully reinforcing their experiences and learning. Children like to paint pictures to take home. They like to show their parents what they have achieved. These 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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----