

Inspection report for early years provision

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Inspection date	16/06/2010
Inspector	Susan Elaine Heap
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 1994. She lives with her daughter aged seven years in the Middleton area of Rochdale, close to shops, parks, schools and public transport links. The whole of the childminder's single-storey home is used for childminding, with the exception of the main bedroom. There is a fully enclosed rear garden for outdoor play.

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 five children in this age group, who attend various days of the week. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends and runs two childminder drop-in groups. She is a member of an approved childminding network and is currently in receipt of funding for early education for three- and four-year-olds. The childminder has a National Vocational Qualification at level 3 in Childcare and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides early years provision that is consistently of a high quality. Outcomes for all children are exceptionally well promoted through the childminder's high aspirations for the children and exemplary practice. As a result, children thrive in the warm, caring, vibrant and child-centred environment and make excellent progress towards the early learning goals. Effective links with parents and other professionals mean that children's health, welfare, learning and development are fully supported and promote continuity of care. Children and families are equally valued as unique individuals and diversity is respected, which successfully promotes integration of an exceptionally high quality for all children. The childminder is a highly effective reflective practitioner who continually strives to improve her practice and outcomes for the children.

What steps need to be taken to improve provision further?

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

- reviewing the display of children's individual play plans to ensure confidentiality is maintained.

The effectiveness of leadership and management of the early years provision

Children's safety is paramount. As a result, rigorous risk assessments of the home are completed before children arrive. On outings children wear high visibility vests with the childminder's mobile telephone number on the back, or Forest School all-in-one suits. The childminder also wears a fleece which identifies her as a member of the Rochdale Childminding Network. Safety equipment is easily accessible for children to use, such as a selection of protective helmets if they ride the bicycles in the rear garden. The childminder has a robust and secure knowledge of safeguarding procedures and what to do should she have any concerns about a child in her care. She works highly effectively in partnership with parents and other professionals in a safeguarding situation, placing high emphasis on confidentiality while ensuring that children are fully and effectively safeguarded.

The childminder's energy, enthusiasm and clear vision for continuous improvement and her own professional development ensure that all children benefit from a vibrant and dynamic setting. The childminder engages effectively with external agencies and other professionals when necessary to promote progression for children, especially those with special educational needs or disabilities. She shows an exceptionally strong commitment to going the extra mile to support each child in her care, such as supporting parents at meetings outside of the contracted hours. The childminder works highly effectively with other settings that children attend. For example, she shares the care of two children with another childminder; they hold weekly planning meetings to discuss children's interests and activities to fully support their learning and development and enhance the quality of care that they each provide.

A highly collaborative environment is created between the childminder and parents. She invites views of parents through questionnaires and any ideas are actively taken on board. Detailed information is gathered and exchanged frequently about all aspects of children's care, learning and development. A wealth of information about children's activities is displayed around the home, such as current topics or photographs of past activities which demonstrate children's activities across all six areas of learning. These contribute highly to productive partnerships with parents and carers. However, some confidential information about children's learning is also displayed.

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

Children have excellent opportunities to enjoy a wide range of activities which help to promote their health and well-being and develop their understanding of the importance of a healthy lifestyle. Children show exceptional understanding of good personal hygiene routines and make healthy choices at snack and meal times. They engage in an exemplary range of physical activities, both indoors and out, or at local groups, such as the Forest School, and gain a secure understanding about the importance of regular exercise. The youngest children particularly benefit from

their personal needs for rest and sleep being met effectively. Innovative opportunities are used to engage children in physical exercise in the outdoor environment. These also offer challenge and interest, and develop their knowledge and understanding of the natural world and numbers. These are linked to children's interests or national events. For example, for National Bug Busting Day the childminder set up a tray with mini-beasts, magnifying glasses, twigs and leaves, and hung laminated pictures of an earwig, ladybird, slug, woodlouse and snail in the bushes. Children hunted around the garden looking for the mini-beasts and answered the questions printed on the pictures, such as 'How many legs?', '0, 2 or 4', or 'Do they have wings?'

All children show a strong sense of security and feel safe within the setting. They show an excellent understanding of what standards of behaviour are expected and learn how to use these in order to keep themselves and others safe. For example, they tidy up toys and equipment or put dressing up clothes back on the rail after they have finished playing with them. The childminder demonstrates an exemplary commitment to children's safety and promotes this effectively through relevant topics and activities. For example, laminated picture cards hang from the sun canopy and remind children to wear sun cream, sun hats and drink lots of water. Children are effectively able to explain why they wear sun hats and sun cream, and confidently question visitors as to why they have no sun cream on. Fire evacuation is practised monthly using different exits, and records clearly show if any areas of concern are raised. These are then discussed thoroughly with the children at circle time and another evacuation is practised shortly afterwards. As a result, children are learning effectively what to do in an emergency.

The childminder has an excellent understanding of how children learn through play, thus becoming active learners. Observation and assessment records of children's achievements and interests are very rigorous and used to inform planning for the next steps in children's learning and development. They are of exceptionally high quality, pay meticulous attention to detail and clearly demonstrate that the childminder understands the needs, interests and skills of each child in her care. From these she plans a superb range of developmentally appropriate experiences and activities, which means that inclusion is fully reflected in practice. Children show high levels of independence, curiosity and concentration and move around confidently making choices and decisions in their play. For example, pre-school children are extremely adept at using a mouse, following a computer program successfully, and using the letters of the keyboard to display their name. They successfully link letters and sounds and recognise the differences between letters, such as a curly 'c' and a kicking 'k'.

Children have excellent opportunities to express themselves creatively through their art and craft work, which is attractively displayed; this shows their work and achievements are valued. A recent success has been the installation of a stage area in the rear garden. Here children put on their own plays, such as the story of Saint George and the Dragon or Tinkerbell and Peter Pan. These are successfully linked to cultural events, themes and festivals throughout the year or to children's interests. For example, children showed interest in stories of fairies and princesses, which led to the story of Peter Pan and a theme about pirates. Children thrive in a highly stimulating and welcoming environment, which is resourced with toys and

equipment which are of an extremely high standard. These fully reflect the children's backgrounds and the wider community. An abundance of print is displayed throughout the home that relates to the different topics which children are interested in, and also other languages, which means that children learn that print has meaning. Picture cards showing different activities or the routines of the day help to support those children with special educational needs, those who have limited language due to their age or those with English as an additional language.

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

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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