

Inspection report for early years provision

Unique reference number	EY348628
Inspection date	01/02/2011
Inspector	Jennie Lenton
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 2007. She lives with her husband and their son in Glossop, Derbyshire. The whole of the house, with the exception of the loft, is used for childminding.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of five children under the age of eight may attend at any one time. Currently there are ten children on roll. Children attend on a full and part-time basis. The childminder walks or drives to local schools to take and collect children. She attends the local parent and toddler groups and visits the local park, library and shops.

The childminder is willing to support children with learning difficulties and/or disabilities. She is a member of the National Childminding Association and is a qualified nanny holding an NNEB and Norland diploma. She has also recently attained the CACHE Level 3 in Early Years Foundation Stage Practice.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are thriving as the childminder is enthusiastic and positive, providing an excellent level of care and attention at all times. Individuality is respected as the childminder works positively with parents, getting to know each child's character and providing resources and opportunities to promote all backgrounds and abilities. Children's learning and development is rapidly promoted as there are a wide range of activities based on their interests and stage of development. All policies and procedures are in place to safeguard children and promote their welfare. The childminder is focused on continual improvement and all future targets are aimed at improving outcomes for 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:

- providing opportunities for children to develop their own rules and a sense of responsibility for the setting in line with their age and maturity.

The effectiveness of leadership and management of the early years provision

The childminder has an advanced understanding of her role and responsibility in relation to safeguarding. She has attended a number of training courses in this subject and ensures that children's safety is always top priority. A comprehensive written policy is in place which includes all relevant details to ensure prompt

referral to relevant agencies if required. Full risk assessments are used to protect children as they play in the home or go on outings. This reduces the risk of accidental harm as the childminder effectively reduces any identified hazards. Children also learn to keep themselves safe as they take part in regular fire drills and learn how to conduct themselves while on outings. The childminder uses simple rules to ensure they know the importance of following instructions promptly. For instance, when playing in the park, they know to shout back immediately when they are called so that the childminder is aware that they are all fine.

The childminder displays a high level of commitment to her role and takes a professional approach to childcare. She has attended over 30 courses since registering and has recently completed a National Vocational Qualification (NVQ) Level 3 in childcare and education, despite already holding a nursery nurse qualification. She recognises the importance of building on her existing skills and, as a result, has a superior knowledge of a myriad of childcare issues. All policies and procedures are in place as required and without exception, these are exemplary. They are regularly shared with parents and children's record files are routinely updated to ensure that children's welfare is fully promoted. Parents are also asked to provide their views on the setting and their glowing reports of the care are testimony to the childminder's focus on providing a quality service. Parents particularly praise the use of organic, healthy food options and comment that their children's lives have been 'immeasurably enhanced' by their time with the childminder.

There is a positive approach to developing the setting further. The childminder has reflected on her own practice and continually strives to enhance the provision. The views of children and parents are collated and action promptly taken to meet any issues that are raised. For example, the register has been simplified. The recommendation from the previous inspection has also been met and children now have access to a fantastic outdoor space where they are able to play freely. The childminder's forward-thinking attitude and genuine desire to provide the best possible outcomes for children mean that she continues to think of ways to enhance their experiences.

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

Children make excellent progress as they are provided with a wonderful range of toys and resources that meet their learning and development needs. The childminder is skilled at developing learning through play as her natural enthusiasm and joy for working with children mean even routine activities become fun and interactive. For example, mealtimes are an opportunity to recall favourite activities or events that have happened at home. Children talk confidently about their birthday parties, recalling how they made the number four with coloured sweets and showing the childminder which number that is on the wall chart. They enjoy using the chopsticks that are put out for them, along with forks, eating their rice with skill as they develop their hand strength and coordination while squeezing the chopsticks together. They talk animatedly about their parents and holidays

they have been on. The childminder encourages them to expand on their memories and uses natural conversations as learning opportunities, reinforcing messages, such as, putting on suncream to keep safe.

Children develop excellent communication skills and high levels of self-esteem as their chatter is encouraged and valued. Their problem-solving skills are effectively promoted as they mix ingredients together for a baking activity or use small change to purchase items at local shops. Their creativity is positively enhanced as they make their own books, re-telling the story of 'Little Red Riding Hood' with their own drawings and words. They freely access resources, choosing to settle down for a story or play with trains, dolls or jigsaws. The childminder also plans a fantastic range of activities, taking them for walks and cycle rides in the area, paddling in a shallow brook or out on a visit to an aquarium. Children are familiar with their local area, visiting playgroups, libraries and other attractions. They are also aware of the wider world as they celebrate different customs, such as Chinese New Year and Diwali. These events are brought to life with visits to Chinatown in Manchester or to cultural craft shops where children can purchase small items.

The childminder observes children as they play. She tracks their achievements and ensures that any gaps in development are followed up. This is superbly managed as the childminder uses a sophisticated internet-based system to plot children's achievements and link these to the areas of learning. The system is password protected but is also available for parents and key workers at other provisions to add their observations or comments. Therefore, the childminder has a full picture of children's achievements across a number of settings and is able to tailor her approach to meet their developing needs precisely. Parents value the opportunity this gives them to keep in touch with their child's day as the childminder is able to 'post' observations and alert the parents at work by email that a new observation is online.

Children behave well. They show respect for each other and for the home as the childminder provides clear boundaries and expectations. Children help to tidy up an activity if they want to play with something else and show concern for each other, offering to put the bib on a younger child. Children display a high level of maturity and would benefit from the opportunity to develop their own rules in order to increase the level of ownership they have for the setting. Their health is extremely well promoted as the childminder excludes children with infectious illnesses in order to protect the well-being of others. Clear hand washing routines, before meals and after visiting the toilet, help children understand how to take care of their own health. The newly developed outside area provides plenty of opportunity for active play and exploration. Organic, freshly prepared meals, often with home-grown produce, complete the childminder's approach to providing the best.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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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