

Inspection report for early years provision

Unique reference number	310713
Inspection date	21/01/2011
Inspector	Lynne Naylor

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 1999. She lives with her two adult children in Lydiate, Merseyside. The whole of the ground floor of the childminder's house is used for childminding. The rear garden is available for outdoor play. The family has a pet dog.

The childminder is registered to care for a maximum of six children under eight years at any one time. The childminder is registered on the Early Years Register, and currently there are 10 children in this age range on roll. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. There is one child on this roll. The childminder holds an early years qualification at Level 3. She is a member of the National Childminding Association. She walks and drives to toddler groups and local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides excellent care and education in a home that is fully inclusive and accessible. Children make outstanding progress in their learning and development. The childminder highly values each child's uniqueness and family background. Strong links with parents and providers of other settings that children attend support children in their learning journey. The childminder rigorously follows robust safeguarding procedures that protect children in her care. The childminder shows outstanding commitment to continuous improvement and personal development which significantly enhances the quality of care the children receive.

What steps need to be taken to improve provision further?

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

- extending the ways parents are involved in contributing their views about the service and their children's learning.

The effectiveness of leadership and management of the early years provision

The childminder follows rigorous procedures that effectively safeguard children. She has a comprehensive knowledge and understanding of child protection. This is because she regularly attends training in how to work with other agencies to protect children. She checks the identification of people coming in to her home and keeps records on the suitability of family members to ensure children's safety. Stringent measures are in place to ensure that only adults known to the children

and the childminder are authorised to collect them from her care. The childminder rigorously reviews her detailed written risk assessment. She does this by completing daily, quarterly and annual checklists. The childminder organises each outing safely and keeps clear written risk assessment records. On outings, the childminder is competent to deal with minor injuries as she has a current first aid certificate and carries a first aid kit. In the kitchen, the childminder is very attentive to food safety. Parents provide their children's food and the childminder ensures the food is stored at the correct temperatures.

Records required for the efficient management of the service are exceptionally well kept. The childminder gives copies of the policies and procedures, which are effective and inclusive, to parents so they are fully aware of her practice. The childminder works particularly well in partnership with parents to settle children sensitively. She liaises with them on an ongoing basis regarding home routines to ensure consistency for each child. They work together to keep continuity with regard to sleeping patterns, potty training and behaviour management. Parents choose how they would like to be kept informed. For example, telephone, text, email, daily contact sheet or diary. Parents have clear access to high quality information including some displayed on walls. For example, plans, certificates and photographs showing what children have been doing.

The childminder clearly understands the benefits of working with others to successfully promote children's learning, development and welfare. She actively seeks to work in partnership with providers of other settings that children attend. She uses her initiative to gain information about children's learning plans by printing them from the school website. She attends parents evenings, when invited, to meet staff and work together to benefit the child.

The childminder makes excellent use of all the ground floor and garden to promote high quality learning outcomes. For example, the rear room is a well-equipped designated playroom and the garden has a wide range of equipment. Each day, the childminder provides a wide variety of equipment, including some of children's favourite activities from home, which cover all six areas of learning. She very carefully plans and resources additional experiences and activities. She notes her observations, assesses children's progress and plans the next steps in their learning. She takes photographs and adds significant comments regarding the children's development to evidence their progress. The children's records of achievement include an increasing amount of information from their parents.

The childminder has a comprehensive personal development record, which demonstrates her very strong commitment to training. Since the last inspection, she has achieved a recognised qualification in childcare, learning and development. She has also fully addressed the recommendation from the last inspection. She now clearly logs who was present at fire drills to monitor that all children have taken part and are aware of the safety procedure. The childminder has an accurate evaluation of her service and is fully aware of her abilities and areas where she can build on her strengths. She researches professional publications for new ideas to keep her service fresh. Parents and older children's views are clearly valued and included in the evaluation of the service. Although, not collected in a focused way, which makes it difficult to monitor that all parents have had an equal opportunity

to express their views. The childminder is very resourceful. She takes part in national events, for instance, she is registered with a supermarket scheme to collect vouchers for free gardening equipment and seeds, which she plans to use to develop her outdoor provision.

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

The quality of teaching is exemplary and children's outcomes are exceptionally high. Young children demonstrate a clear sense of security as they move freely and confidently about the exceptionally well organised home. They help themselves to a wide range of accessible toys and books. Some of which are specifically set out by the childminder to challenge children or enhance planned activities. Children clearly demonstrate their awareness of routine safety procedures. For example, they make sure that the doll does not fall from the pram by fastening the straps. Children regularly meet and talk about the role of people who keep us safe, such as, the road-crossing warden. Each child has a differently coloured towel that is embroidered with their own name. This promotes their sense of belonging in the home. It also effectively maintains their good health as it enables them to easily recognise and use their own towel, which prevents cross infection.

Children discuss healthy foods as they do the gardening. Children make extremely good progress in their knowledge and understanding of the world through many meaningful first hand experiences. They discuss healthy foods as they sow seeds, look after plants and sometimes eat what they grow, such as, cress and tomatoes. They regularly visit the farm shop to buy fresh fruit and vegetables. At the farm, children learn about living things as they look at the farmer's animals, which include guinea pigs, baby rabbits and a peacock. Children learn about life cycles as they keep, care for and watch caterpillars grow into butterflies and tadpoles into frogs.

Children's physical skills are exceptionally well promoted in a wide variety of ways. They handle a range of small equipment, such as paintbrushes, threading laces and buttons. They use their fingers to manipulate dough and pastry. They frequently use climbing apparatus, run and jump in the fresh air at the park or visit soft play areas. They march with musical instruments, which develop their creativity.

The childminder supports each child so that they all make outstanding progress in their learning and development. Children develop excellent skills for the future. Young children are encouraged to explore and investigate. For example, they look closely at items made from natural materials. They have an excellent relationship with the childminder, who successfully promotes their self-esteem. They are developing polite, courteous behaviour. They learn to socialise, share and take turns with others as they visit local groups and meet up with other children. Children's progress in literacy and numeracy is strong. Children's interest in reading is positively encouraged as they listen to stories and search for information

in books. Books introduce children to new cultures and increase their understanding of diversity. Children learn to consider the needs of others as they take part in community events, such as, a sponsored bounce and pedal push. They also support older children when they attend sports days at local schools. Children talk about collective society behaviour, such as, recycling and cleaning up after dogs in public places.

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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met