

Inspection report for early years provision

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| Unique reference number | EY269456 |
| Inspection date | 10/03/2011 |
| Inspector | Janet Singleton |

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| 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.

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

The childminder was registered in 2003. She lives with her husband in Horwich, Bolton. The whole of the ground floor and the first floor bathroom of the childminder's house are used for childminding. The rear yard is not used for outside play but children are taken to the local park and to outside play venues on a regular basis.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently five children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association and is part of the childminder network. She has undertaken further training in childcare. The childminder has support from the early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder promotes children's learning and development with outstanding success. She provides a fantastic environment which is fully inclusive, rich and stimulating with superb resources. The highly effective systems for observing, assessing and planning supports children in their learning given their age and starting points. The superb learning environment is safe and secure, positively promoting children's independence, outstanding behaviour and understanding of diversity. Exceptional organisation of the policies and procedures support the safe and efficient management of the setting. Procedures for self-evaluation and continuous improvement are outstanding. The childminder has outstanding relationships with parents and good relationships with other agencies.

What steps need to be taken to improve provision further?

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

- developing further the systems for partnership working where children receive care and education in more than one setting, to ensure continuity and coherence by sharing relevant information.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are outstanding as the childminder has an excellent understanding of protecting children. Supporting documents are very

comprehensive and outline the procedures to follow should she have a concern. All adults in the home have undergone checks to determine their suitability to further safeguard children. The policies and procedures are highly organised to ensure the overall safe management of the setting. The arrangements for maintaining a secure and safe environment include meaningful risk assessments that are reviewed and change according to need. Thorough, dedicated topic work and practicing the emergency evacuation procedures ensure children are learning about keeping themselves safe.

The childminder plans an exceptional and stimulating environment with superb, quality resources available to all children. The excellent organisation of the educational programme for children means that their individual needs and uniqueness is planned for. Equality and diversity is supported through comprehensive documentation, excellent resources and the involvement of parents in identifying children's individual needs. The childminder is highly committed to improving her practice. She has a clear and achievable plan for improvement including the changing of the observation system, notifying parents of their child's achievements and involving them more in their child's learning. This action will further improve outcomes for all children.

Partnerships with parents are outstanding as they are involved in their child's learning, are provided with and complete comprehensive questionnaires to evaluate the provision. Notices are displayed for their information; for example, the planning and the menus. The childminder's commitment and enthusiasm to improve the service shines through as she explains her plans for the future. Partnerships with external agencies are in their infancy and not yet fully established.

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

The childminder has an excellent knowledge of the Early Years Foundation Stage which she uses to plan an exceptional all-round curriculum for children. The exceptional use of the planning documentation, which includes planning for the six areas of learning, the four themes of the Early Years Foundation Stage and the five outcomes, means children's progress towards the early learning goals is outstanding. The exceptional observations and assessments promote children's learning as she uses this very comprehensive information to identify their progress against the six areas of learning. This is used to inform the planning for each child providing an individual approach. Planning and resources are colour coded to ensure all six areas of learning are given equal coverage. The highly stimulating environment for all children ensures they are happy and fully engaged in their play. The home is calm and provides an atmosphere conducive to learning.

The childminder is highly skilled at promoting children's thinking by asking lots of open-ended questions, such as, who, why and what. She encourages them to think about what they are doing and how they can develop their own play; for example, what might happen next, what do you think. Through visual displays children are assisted in making choices; for example, the resources and the boxes

of equipment have pictures to support their independence. For the fabulous topic on the Chinese culture, children were taken to the local Chinese restaurant for a meal. This is linked to the role play, creative activities and areas of play for the children to continue their experience and learning in the childminder's home. This approach to diversity develops their understanding of the world around them and the differences and similarities of people. They build with construction materials and make a train, they delight in showing the childminder and relish with the praise given as their self-esteem and confidence is promoted. They confidently name colours such as green, red and yellow, moving to make comparison as they discuss the difference in brightness of the colours. They name and chatter about their friends, who is at school, who their friends are, naming their friends as they build relationships and develop their social skills. They go for nature explorations into the woods and delight in walking in the natural environment finding out about the world around them and developing their physical skills.

The children are very confident and behaviour is exemplary, they self-register and take care of their personal needs. Excellent hygiene practises are promoted as they use the mobile wash unit and learn about germs and develop their understanding of the importance of effective hygiene practices and a healthy approach to their bodies. Through a carefully planned curriculum, rich and stimulating environment and the childminder's excellent support to children, means that children are making outstanding progress towards the early learning goals as they develop the necessary skills for the future and become active and enthusiastic learners.

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

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| 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

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| 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 | 1 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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