

## Inspection report for early years provision

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<b>Unique reference number</b>	260144
<b>Inspection date</b>	24/02/2011
<b>Inspector</b>	Hilary McKenning
<b>Type of setting</b>	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 has been registered since 2001. She lives with her husband and two children aged 15 and 20 years, in Hadfield, near Glossop. Children access the whole of the ground floor including bathroom facilities. There is a fully enclosed outdoor play area available. There are shops, parks and toddler groups nearby.

The childminder is registered to care for six children at any one time, no more than three of whom may be in the early years age range. She is currently minding six children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and goes to several groups regularly.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Overall, the quality of the provision is outstanding. Children's sense of belonging is expertly fostered though the warm, welcoming and homely atmosphere. They are treated with equal concern and their individual needs are met extremely well through personalised planning and rigorous assessments. Links with others providing the Early Years Foundation Stage are developing. The childminder takes time to develop a good understanding of children's individual needs to promote inclusive practice, successfully encouraging children to enjoy experiencing their local area and the world around them. The childminder effectively uses a self-evaluation process to monitor her service and successfully engages with parents, regularly involving them in the process. Children develop a high degree of self-confidence and access an exceptional range of activities which ensures every child is a competent learner who is confident, feels included, safe and valued.

## **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 systems to share children's development records with other providers to ensure continuity of their learning.

## **The effectiveness of leadership and management of the early years provision**

Children are extremely well protected as the childminder's awareness of her role and responsibilities with regards to safeguarding children is outstanding. She has clear and precise procedures in place for identifying any child at risk of harm and has good up to date knowledge of the possible signs of abuse and neglect. There

is a rigorous system in place to monitor safety and the childminder is extremely proactive in checking the suitability of people who have regular contact with children, ensuring all other adults in the household are vetted. A key strength of the setting is the childminder's commitment to the development and improvement of her practice. For example, the childminder uses the Ofsted style evaluation form to give her direction and to identify areas for improvement to ensure her practice continues to focus on children's welfare, learning and development.

The childminder has excellent knowledge of the Early Years Foundation Stage framework and makes highly comprehensive assessments of children's achievements which inform her innovative planning. She has rigorous systems in place to monitor and evaluate children's progress relative to their starting points. Children are progressing at a rapid rate due to the childminder's knowledge, skills and expertise,

The childminder has superb relationships with the children's parents which guarantee continuity of care for each child. She spends time with parents, as she and the children excitedly recall the days activities. Parents also receive written feedback about their child's activities and achievements. They have free access to progress reports, keeping them well informed about their child's progress. The two-way flow of information ensures children are fully supported and that parents are involved in their child's learning and development. However, links with other providers is still developing. The childminder has been proactive in creating links with other settings although this does not include records of children's achievements. Therefore she is not yet able to fully demonstrate that the care and education she provides compliments the education received at other settings to ensure continuity of their learning.

The environment is inviting and organised exceedingly well, presenting a welcoming and appealing setting where children independently choose resources and access all areas. The childminder actively promotes equality and diversity effectively helping children to understand about the community they live in and the wider world. Children visit local groups, shops and library and enjoy exploring the garden. They access a wide range of resources that reflect positive images and diversity on a daily basis.

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

Children's welfare, learning and development are promoted extremely successfully by the exceptionally well-organised and flexible approach of the childminder. She plans the day carefully, ensuring the arrangements are personalised to meet each child's needs. Children are very settled, feel extremely secure and confident in the childminder's care. The environment is used in a highly effective manner and all resources are of excellent quality. The wealth of policies and procedures in place, which are shared with parents and implemented exceedingly well, provide a very clear sense of purpose and direction and significantly enhance the care and learning for children.

The premises are very clean and well maintained and there are meticulous risk assessments in place, which are effectively implemented to promote the health and safety of the children in her care. Children learn about their own safety through following the excellent practice of the childminder who is an exceptional role model. Children understand about and readily follow good personal hygiene routines. This practice is effective in reducing the risk of cross-infection, helps to keep children safe and promotes a good understanding of staying safe. They are introduced to healthy eating and excitedly discuss their favourite foods over snack time. Children are involved in regular fire drills and safety discussions. They play board games or listen to stories that highlight the dangers on the road and safety when climbing stairs.

First class daily opportunities are provided for children to access a rich, vibrant and innovative range of activities, which promote their all round development. Children are encouraged to explore, investigate and be curious. Following snack time they excitedly talk about music using display cards they have made showing different notes, symbols and signs in music. They close their eyes and choose a toy linked to their favourite songs. This leads on to the planned activity, making musical instruments. The childminder carefully explains what they are going to be doing and how the pieces will fit together. Together they count out pieces of pasta to place inside shaker. All children develop an excellent sense of worth through the first class interaction, care and attention they receive from the childminder.

Younger children are actively encouraged to explore in the safe environment and they receive good support from the childminder and the other children. For example, older children eagerly gather activities, toys and inset tray for younger children to play with. The childminder provides access to a highly challenging range of age-related activities to extend children's knowledge and learning in a variety of ways. Children are encouraged to play together harmoniously, playing games that require them to take turns and to help develop their self-help skills as they help with setting the table at snack time. Children are confident in their play and have developed a very strong relationship with the childminder.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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