

Inspection report for early years provision

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Inspection date	25/05/2011
Inspector	Mary Wignall
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 has been registered since 2007. She lives with her husband and two young children aged seven and nine years in the Worsley area of Salford. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under the age of eight years. There are currently nine children on roll. Of these, eight are in the early years age range. The main areas used for minding are the ground floor and rear garden. The childminder is a member of the National Childminding Association and has a relevant qualification at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent understanding of how children learn and uses this knowledge to provide highly effective learning opportunities for them. Children thrive as the childminder provides individual care which actively supports their development and ensures they make excellent progress in their learning. Highly effective communication systems with parents ensure children receive consistent care. Continuous improvement is successfully secured by the childminder's high aspirations for quality and a very strong commitment to equality and diversity.

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 use of quality improvement processes as the basis of ongoing internal review to assess what is offered against robust and challenging quality criteria.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder consistently implements her well-thought-out procedures to ensure they are safe and protected. She has a very confident understanding of the signs and symptoms of abuse and ensures everyone coming to her home understands her utmost priority to safeguard children. For Example, she ensures all visitors sign a visitors record and that safeguarding policies are read and understood by parents. Excellent relationships actively contribute to children feeling safe. The conducting of highly comprehensive risk assessments successfully manages or eliminates risks. The childminder's confident and highly efficient use of resources significantly enhances children's experiences and outcomes. For example, children play safely in the cul-de-sac in the front of the house, learning to manage everyday risks. It also enables the children to play uninterrupted as parents begin collecting their children at the

end of the day.

The childminder's meticulous analysis of what she offers parents and children means she continuously looks for ways to improve. She consistently implements learning gained from numerous training events to evaluate and develop her practice. For instance, she efficiently applies different self-evaluation techniques, imaginatively extends children's enjoyment of stories and maintains very coherent information about children's learning. The childminder's steadfast commitment to equality means all children, including those attending on a part-time basis, equally benefit from her highly competent partnerships with parents. She has thorough information of who else cares for the children and well-established communication systems for all children. She fully recognises the essential role of parents in the successful education and development of their children. She proficiently ensures they have comprehensive information about their children's learning and development and details of agencies available to support children's individual needs. She adapts and agrees communication strategies with parents, ensuring the information is up-to-date and highly accessible. Information is shared in daily diaries and in regular written summaries of children's progress and current learning objectives.

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

The childminder plans a highly stimulating learning environment for the children. Planning of children's activities is firmly based in the children's interests and results in highly motivated, active children. Observation on children's learning is monitored to ensure learning across all areas. Children's individual records show clearly how planning of activities follows logically from established learning and demonstrates an excellent knowledge and use of the Early Years Foundation Stage. Highly skilful and effective interactions with children ensure an optimal balance of adult-led and child-initiated play. She understands children's need to fully explore toys independently before skilfully and sensitively extending their learning. For instance, children gleefully shake different shaped balls, making different sounds for some time. The childminder shows them how they fit into shaped holes on the toy. Children's learning is significantly enhanced as they move from shaking the toys to fitting them in the holes, learning about shape and developing problem-solving skills. Play and learning is extended as they play with toys of different colours that stack and nestle together.

The childminder balances the differing needs of children with great skill. Very young children enjoy watching older children as they make the spinning top work or press buttons to make different sounds. They crawl to them and learn about technology and develop their coordination skills as they hold and press them, imitating what they have seen. The children are developing very good language skills as the childminder skilfully engages them in conversation. As the children play with animal figures, the childminder asks open questions, giving them time to think. They playfully make the animal noises for each animal. The children delight in repeating the childminder's sounds in their independent play. They recognise the potential hazard of a fallen toy saying 'uh, oh' as they proudly pick it up.

Excellent relationships with the childminder and between the children result in children displaying extremely high levels of confidence and self-esteem. The childminder uses the information gained from her own observations and from parents highly efficiently to ensure children, including young children new to her care, are fully at ease and extremely well cared for. For instance, she recognises when children do not settle to rest according to their regular routines and adeptly changes her plans, reassessing and meeting their individual needs. As older children independently access the bathroom she intervenes to support their developing self-care skills, ensuring they have time to complete the tasks they are able. The childminder gives clear and consistent messages about safety, ensuring children develop an understanding of appropriate boundaries of behaviour. As children play with a round shaped toy she understands that they want to use it as a ball. The children understand as she explains it is heavy and not suitable for throwing but can be safely rolled on the floor.

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	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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