

Inspection report for early years provision

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| Unique reference number | 301244 |
| Inspection date | 17/08/2011 |
| Inspector | Diane Ashplant |
| 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 registered in 1991. She lives with her husband and one adult son in the Royton area of Oldham. Most rooms on the ground floor are used for childminding and there is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children at any one time and there are currently three children in the early years age range who attend on a part-time basis. The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder attends different toddler groups and takes children to local amenities. She holds an appropriate early years qualification and is part of the local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very happy and thrive in this stimulating environment where the childminder has an excellent understanding of how children learn and develop. She offers an inclusive service and works very closely with parents to ensure children's individual needs are well met. She has a good commitment to training to support continuous improvement and has effective systems in place for evaluating her practice. Partnership with parents is a strength of this setting and there are very good links with others in place to support 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:

- further ways of developing children's awareness of disability and other cultures and religions.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a very clear understanding of her role and responsibilities in protecting children from possible harm or neglect and how to pass on concerns appropriately. She attends regular training to update her awareness and has an appropriate policy to share with parents. All other procedures to promote children's welfare are routinely carried out, such as safe collection and the maintenance of a visitors book. She maintains a very safe and clean household and uses both visual and written methods to assess any risks, both inside and outside, and also on outings. The childminder is fully aware of the importance of keeping children well supervised when in the presence of unchecked

adults. She has a strong commitment to maintaining her knowledge and keeps herself informed through regular training and good contacts with other network childminders and development workers. She uses a variety of systems to evaluate her practice and regularly seeks parents' views, both through discussion and the use of questionnaires. Glowing parental testimonials demonstrate their appreciation of her care and support of their children. All documentation for the safe and efficient management of the setting is in place, reviewed and well organised.

The childminder is aware that children are unique individuals and works closely with parents from the start to ensure she has all the important details to help them settle and develop. 'all about me' forms are routinely updated so she has all the current information about their routines and progress. Children benefit immensely from the caring, individual attention they receive. A wide range of interesting resources and the daily use of an accessible, stimulating outdoor area to support all areas of learning provide children with exciting opportunities and choices. Although she has not had any experience of working with children with additional needs, she shows a positive attitude to seeking out information and support and liaising with parents so she can best meet their needs. She has recently agreed to be part of a scheme to support disadvantaged areas. The childminder knows the importance of maintaining links when children attend other settings and does so, for example, by viewing their reports and talking to teachers.

There is excellent partnership working with parents in place, and the childminder ensures she is always approachable to give them lots of time and shares information through both verbal and written means. Parents read and sign her policies and other information is displayed, and the childminder completes a daily diary for each child. This is shared with parents, who are encouraged to contribute with comments and items from the children's weekends or evenings. Photos are displayed around the setting and the children's learning journeys are regularly shared with parents so they are fully involved in their development and can work consistently with the childminder to support their children's next steps. The childminder has good links with other childminders and takes children daily into the local community as they visit the farm, the library and the park.

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

Children settle well into this very welcoming and relaxed environment where they make warm and positive relationships with the childminder, which underpin and enhance their individual development. They move very confidently around the space available, including a safe and secure outdoor area, as they are encouraged to practise their early crawling and walking skills. As they get older, they learn about keeping themselves safe through regular fire evacuations and reminders about safe walking near traffic. Robust routines, such as nappy changing and individual flannels for hand washing, support their health. Children enjoy lots of outdoor play in the covered area in the garden and many walks in the community as the childminder believes strongly in the benefits of fresh air and the outdoor learning opportunities. She was inspired by her Forest School training to maximize

these opportunities. Children enjoy a nutritious selection of home-cooked meals and healthy snacks and have regular drinks, including water, to keep them hydrated. Meal times are shared with the childminder and are social and relaxed occasions. Children are encouraged to explore and investigate their environment and given lots of praise and attention, which supports their growing self-esteem and confidence. They are learning about boundaries through the childminder's positive, calm example and the gentle reminders they are given. Children enjoy many real experiences within the community as they visit local amenities, such as the farm, the park, the wood and the library, or attend different toddler groups to widen their social and play opportunities. They have a wide selection of good quality resources to support their choices and some opportunities to develop their knowledge and understanding of different faiths and cultures.

Children thrive in this stimulating and caring environment where numerous opportunities are available in the inviting, covered outdoor area and in the well-resourced playroom to support all areas of learning. They investigate different textures and stimulate their senses as the childminder encourages children to touch and smell the different herb pots and uses unusual items, as well as daily household implements, to support their play. They have many opportunities to develop their imagination and creativity as they use paints, sand and water or dress up in the different hats. The childminder seeks out many interesting and natural objects, such as, cones, bark, kitchen pots and pans. They are learning to develop sounds and explore the different musical objects hung around outside or feel the different materials which adorn the outdoor play area. Lots of stories inspire a love of books and children learn to recognise words as they engage in nursery rhymes and songs used throughout the day. The childminder naturally engages the child in conversation throughout the daily routine and uses such items as finger puppets to bring stories and songs to life. Children develop a wonder of nature as they help dig and plant in the soil and watch different plants grow, meet the animals at the farm or encourage insects and birds to come into their garden. Problem solving and numeracy are part of everyday routines, and resources like puzzles and construction are readily available.

Children are encouraged to make choices in their play while the childminder engages to support and interest them. There is an excellent balance of self-exploration and adult engagement, which inspires and encourages children in their learning. The outdoor environment enhances their experiences, and with their special waterproof suits they can go out in all weathers. The childminder instinctively observes children at play and uses these observations to plan activities and offer appropriate play resources to meet their needs and to help their progress. Effective systems of observation and assessment help her to track their progress and identify their next steps. These are regularly shared with parents so they can celebrate the children's successes together.

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 | 1 |
| 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

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| 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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