

## Inspection report for early years provision

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<b>Unique reference number</b>	EY349165
<b>Inspection date</b>	12/09/2011
<b>Inspector</b>	Susan Marriot
<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 was registered in 2007 and holds a relevant childcare qualification. She lives with her partner and two children aged nine and five years. They live in a three bedroom house in the residential area of Bispham in Blackpool, close to local shops, parks and schools. The whole of the ground floor is used for childminding. This includes the through lounge, dining room and kitchen. The bathroom facilities are on the first floor. There is a fully enclosed garden available for outside play. The family has a pet hamster.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight years. 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 always works with a qualified assistant and is then able to care for six children under eight years when doing so. The childminder supports children who speak English as an additional language and provides funded early education for three- and four-year-olds. She is a member of the National Childminding Association and is an accredited member of the local childminding network.

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

Overall the quality of the provision is outstanding.

The childminder demonstrates a deeply committed approach to her childminding and has worked conscientiously to implement the Early Years Foundation Stage. She continuously applies expertise gained from her life experience and professional training to her daily practice and this enables her to offer an excellent standard of care and education to the children. Children flourish and make rapid progress in this well-organised, domestic environment that truly recognises their uniqueness and individuality. The childminder meets the diverse needs of children and ensures that children participate in all activities in a fully inclusive way. Through her rigorous reflective practice, she demonstrates an outstanding ability to identify areas for further improvement, securing the continuous enhancement of daily care and learning experiences 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:

- extending further the current use of observational assessment as a planning aid to address children's individual needs.

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

This childminder is genuinely committed to her continuing professional development. Consequently, she secures high quality care for children, rooted in excellent knowledge and understanding of how young children learn and develop. They are purposefully supported by the exceptionally well-organised childminder and her qualified assistant, who both give professional attention to every detail of the provision. The childminder has worked hard to improve her documentation since the last inspection. This is now of an extremely high standard and robustly underpins the safe and efficient management of the setting. The childminder demonstrates an extremely confident understanding of the procedures regarding the safeguarding of children and a very high level of commitment to promoting children's safety. The childminder and her assistant hold appropriate vetting checks to reassure parents that they are suitable to care for children. There is a very clear complaints procedure and extensive risk assessment for the home and for outings. The childminder keeps her home thoroughly secure, checking the identity of visitors and recording their details. Fire evacuation procedures are in place and regularly practised to protect the safety of children. Consequently, dangers are substantially minimised and children's safety is robustly secured.

The childminder makes exceptionally good use of the space available in her home and garden to support children's learning and development. The dining room area of her home is set out like a small nursery, with child-sized furniture and clever use of toy storage solutions to create a very child-orientated environment where children can self-select and choose freely. A strong commitment is shown to inclusive practice and the childminder is highly skilled in including each child in the activities according to their ability. For example, whilst ensuring that babies are kept safe and do not disrupt the play of older children, she ensures that babies can join in at snack time and can play alongside the older ones at intervals during the day. The childminder takes great care to ensure that children's additional learning needs are met. For example, she provides dual-language books and labelling in the environment to reflect the backgrounds of the children.

Currently, none of the children on roll attend other settings, but when appropriate, the childminder liaises with relevant schools or pre-schools to find out about their activities so she can provide the best complementary opportunities for each child. The childminder has outstanding partnerships with parents and carers, recognising the importance of sharing information that will contribute to the child's positive sense of identity and well-being. On a daily basis, the parents and carers have an opportunity to exchange information with the childminder about their child, either verbally, written in their daily diaries, via feedback form, telephone conversation, or text message. Returned questionnaires confirm that parents are very happy with the provision. The childminder is truly dedicated to her work and is highly motivated to make changes that drive improvement and improve the outcomes for children. Through her determination to be the best she can be, she has attended a wealth of short courses and accreditation to become a highly effective reflective practitioner, securing her outstanding capacity to improve.

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

The childminder treasures the flexibility of being able to work with relatively small numbers of children, enabling her to recognise and respond to their needs in a highly effective manner. Her top priority is for children to enjoy themselves whilst learning. She always offers plenty of praise for any achievement and plans activities appropriate to each child's individual needs, stage of development, interests and abilities. These cover all aspects of the early learning goals, ensuring children enjoy a broad, stimulating variety of activities and are designed to meet each child's developmental needs. Children enjoy fun-packed days because the childminder delivers stimulating activities at a good pace, keeping the children constantly occupied, supervised and entertained.

Home-based activities are supplemented with activities at the Surestart centre and toddler groups, which encourage the children to develop their social skills. The childminder promotes group play so the children get used to working alongside others and increasing their experiences. Children develop highly competent number skills as they sing 'Five cheeky monkeys' with the childminder, using their fingers to keep track of the decreasing quantities. They make recognisable diamond shapes with their hands as they sing 'Twinkle, twinkle'. Children have plenty of opportunities to make their own choices throughout the daily routine. For example, children are shown pictures of options which they can choose for snack and they select cucumber and tomato, which have become a favourite. The childminder and her assistant sit with the children at snack time, using the opportunity to promote discussion about the noise of the stormy winds and the sensorial experience of sucking seeds out of tomato.

Children are invited to look through the choosing book to see which puzzles they would like. The childminder and her assistant sustain continuous high-quality interaction with children, engaging in discussion about their chosen jigsaw puzzles, the wooden train layout and the building bricks. Children demonstrate exceptional concentration on their chosen puzzles and their enjoyment is substantially enhanced by the delightful interaction of the assistant. Children announce 'we love doing jigsaws' and they express their particular interests in dinosaurs, princesses and animals. Children's records genuinely reflect their individual interests with their passion for princesses being emphasised in a theme of Fairy Tales. Examples of work include pictures of Snow White and observations include a report on a child's collage embellishment of a computer print out of Rapunzel. The childminder uses the Early Years Foundation Stage in a very effective manner and is committed towards enhancing the use of observational assessment to aid planning to meet children's individual needs.

Children learn about keeping themselves safe, both inside and outside of the home. For example, they know about the importance of not running in the house and the children learn how to cross roads at various types of crossing, safely and sensibly. The childminder often involves the children in the planning of activities and listens to their views. Children happily negotiate floor space between themselves, so they can complete their individually-chosen jigsaws, showing that

they are learning to cooperate and share with each other. The childminder and her assistant constantly reward good behaviour with praise and children feel safe because they know what is expected of them. Children learn useful skills for the future. For example, they learn to put on their own coats and manage the fastenings independently in preparation for school.

## 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	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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### 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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