

## Inspection report for early years provision

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<b>Unique reference number</b>	307391
<b>Inspection date</b>	10/10/2011
<b>Inspector</b>	Alec Smith

<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 1996. She lives with her husband and one adult child in a semi-detached property in Walkden, Salford. The childminder has an early years foundation degree and a nursing qualification and she has also completed the Quality First assurance scheme. Her husband is an assistant who supports his wife, if required, in emergencies.

All areas of the ground floor and first floor are used for childminding purposes. There is a rear garden available for outdoor play. The family has a pet dog.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She may provide care for a maximum of six children at any one time and is currently caring for seven children who attend on a variety of placements. She is able to take and collect children from the local primary school and is a member of the National Childminding Association.

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

Overall the quality of the provision is outstanding.

Children settle exceptionally well in the warm family environment provided by the childminder. They make excellent progress in their learning because the childminder has a superb grasp of how to plan and provide play activities that meet the needs of every child. She works closely with parents and other Early Years Foundation Stage providers who share children's care to ensure excellent continuity of care. Overall children enjoy the extremely well-resourced environment that allows them to explore their own ideas in their learning. All documentation is in place, meticulously detailed and shared with parents to ensure that all children are safeguarded. First class self-evaluation processes are in place so that challenging targets are established.

## **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 outdoor area so that children have access to a variety of activities in all weathers.

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

Children are exceptionally well protected and safeguarded as the childminder has a first class understanding of local safeguarding procedures. She has in place detailed policies and procedures to ensure the safety of children and shares these

with parents when children are admitted. She attends regular training to ensure that she is continually up-to-date with any developments. For example, she regularly attends the National Childminder Association conference and is the joint chair of the local Childminder Association.

The childminder has a superior understanding of the Early Years Foundation stage and uses this highly effectively to support children's progress. She has set up the environment to ensure that all children can access a vast range of activities and keeps these exceedingly well organised. For example, children select resources from a photo book to further support learning if this resource is not out. She takes children on a number of visits in the local area, as she cannot always use her garden in bad weather. This ensures all children have access to fresh air on a regular basis.

The childminder is extremely well motivated and works hard to ensure that she provides the very best for all children that attend. Although there were no recommendations at the last inspection, she has made sure that she has developed her own targets to keep herself at an outstanding level. For example, she uses the Ofsted self-evaluation form to evaluate her provision such as the technological equipment that is available for the children to use.

The childminder has excellent relationships with parents and uses these to ensure all children's needs are given the utmost priority. For example, she completes with parents meticulous information regarding what the children can do, such as putting their own shoes on, and ways that she can support the family and child. She seeks parent's views through regular surveys and keeps them informed of any developments that may have occurred. She establishes first class working relationships with other providers and professionals and shares, with parent's permission, information about children in her care. This ensures that children make the best progress possible.

Children with special education needs and/or disabilities are exceptionally well supported. This is because the childminder ensures that she plans activities around each individual child and as such all children make excellent progress. She challenges any discriminatory comments that might be made in a sensitive and caring manner so that children learn to be sensitive to those from different backgrounds.

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

Children are extremely confident and happy in this setting and feel very safe and secure. This is because the childminder places the utmost priority on establishing relationships and clear routines. Children have an excellent understanding of safety rules. For example, the older children make sure that the lids are kept on the pens so that younger children do not pick them up. Children use the equipment outside, such as the seesaw, safely and independently, with the childminder offering support when necessary.

Children have excellent opportunities to learn about healthy lifestyles. They grow, water and harvest their own vegetables, such as peas, and then eat these at snack or for their lunch. Children select their own snack for the day from a selection in a photo book and serve their own water from the cooler. This supports children to make excellent, healthy food choices. Children learn hygiene routines through exceptionally well-organised routines, and are empowered to do these themselves. For example, children know where wipes are, get them themselves and wipe their own hands before snack and after painting. They develop exceptional physical skills through regular trips to the park and visits to the local environment.

Children make outstanding progress towards the Early Learning Goals from their starting points. This is because the childminder completes rigorous assessment, which is linked to planning to provide optimal challenge. Children learn about nature through a wealth of activities. For example, they visit the local tropical wildlife farm to learn more about butterflies after watching some hatch in their own butterfly farm. Children are developing a fantastic understanding of stories. They know how to turn the pages themselves, describe the picture that they see and retell their favourite stories, such as one about favourite children's book monster. Children are making excellent progress in their numeracy skills. They learn their numbers through games and songs such as 'five little peas' and use mathematical language in everyday activities. For example, children ask for the 'little red leaf' in a creative activity. Children use everyday technological equipment in role play and use digital cameras to take their own pictures of activities they are completing. This supports children to gain outstanding skills for the future.

Babies play in a delightful cosy area where they can explore a range of objects in treasure baskets. This supports babies to develop an excellent sense of belonging and to make their own choices in their play. Children are very well behaved and are actively involved in choosing activities and setting them up. For example, children mix their own paints and collage materials when making leaves for an autumn tree. Children learn about their own and different cultures through a vast range of activities and resources. For Chinese New Year, children ate noodles using chopsticks and found out more from stories and books the childminder provided in the book area.

## 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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met