

Inspection report for early years provision

Unique reference number	209831
Inspection date	06/10/2011
Inspector	Lynne Milligan
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 1996. She lives with her husband and one adult child in Cheddleton, Staffordshire. All of the ground floor and the bathroom on the first floor is used for childminding. There is a fully enclosed area available for outside play. The family has one dog but this is not in the home while minded children are present.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder has a level 3 childcare qualification. She takes and collects children from the local school and pre-school. She attends the playgroup and toddler group on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Outstanding practice throughout the childminder's setting fully supports children's education and care. Inclusive practices are excellent; partnerships with parents, extended family members and nearby settings are meaningful, long lasting and valued. Her commitment to improving is based solely on improving outcomes for the children. The attitude and commitment shown by the childminder is clearly demonstrated through her consistent ability to exceed expectations and as a result children display an extremely high level of involvement and enjoyment.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- making a record of the views of children when completing the self-assessment process.

The effectiveness of leadership and management of the early years provision

Children's safety is considered a high priority for the childminder as she follows excellent procedures. Through recent safeguarding training she is able to fully demonstrate a current and extremely secure knowledge of child protection issues which is further underpinned by her clearly written policies and supporting guidance. All adults that live in the home have current Enhanced Criminal Record Bureau checks, with steps taken to closely monitor visitors as they are asked to

sign in and out. Written risk assessments thoroughly assess any potential risks to the children and cover all areas of the home, including all equipment and toys. Those for outings are also written as she assesses equipment, such as pushchairs, and that she has her mobile phone and how she will help children learn about road safety. This amount of attention to detail fully supports children's understanding of how to keep themselves safe. In addition to these practices, the childminder carries out regular fire drills and keeps a bag at each exit containing a torch, fire drill book and a toy which, if needed, would comfort children if ever an event occurred. Children know why they exit the building as they say 'so we don't get burned'. The childminder is extremely well organised and has folders for each of the requirements. This means that all her paperwork is up to date and she understands the importance of why it is required. It also allows her to mirror her excellent procedures in everyday practice which shows that they are working documents.

High levels of trust, honesty and care have contributed to the outstanding partnerships the childminder has forged with her parents, extended family members, school teachers and nursery staff. A file of testimonials confirms to the childminder that her hard work and commitment is paying off. Parents consistently remark on her ability to put the children first, fully supporting and encouraging their development. Grandparents express their delight too, whilst children who have moved onto school make cards that say 'she is the best childminder' and that they 'love her'. This is further underpinned through her excellent and compassionate view of inclusion. To her there are no barriers, just other ways of working. No child is ever turned away and, no matter what their differences, they are celebrated as this is what makes them unique and so special. Attitudes which may discriminate are challenged but maximised so that children may learn from them as they fully accept, value and respect others.

Comments from most of those that use her service, as well as other childminders are consistently used to inform her evaluations. However she does not record children's views. She effectively uses this to find ways of further developing as she believes that no matter how good she is, there is always room for improvement. This open and honest attitude and approach to developing assures children's progress and shows that she is committed to what she does. Children are the focus in everything and so wherever she goes she is always on the look out for new toys, new ideas and better ways of working.

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

Consistent training and reflective practice allows the childminder to fully promote healthy lifestyles. Children choose their snacks and drinks which are carefully monitored by the childminder as she thoughtfully considers their dietary requirements. Children, some of whom are very young, know why they must be careful when their friends are present, saying 'it makes them poorly' as the childminder asks them why they cannot eat the same food as them. Furthermore, children learn about all aspects of safety as they pack away small parts of their

construction blocks, understanding that babies could choke or as they get the shiny mats out one at a time because they may slip. This consistent approach to keeping children safe and helping them take responsibility for their own ability confirms children's independence as they show high levels of self-confidence, along with care and consideration for others. The behaviour of the children is exemplary and this is because the childminder listens to them, gives them the time they need and provides them with an abundance of interesting activities which are specifically tailored to their needs. As a result, children show high levels of concentration as they play or as they engage in meaningful conversations. Children enjoy these warm and close interactions which consistently encourage their thoughts and ideas to flow.

The childminder has fully embraced and implemented the learning and development requirements and as a result children's progress is outstanding. Her written plans, observations and evaluations demonstrate the width and breadth of her knowledge which is underpinned by her level 3 childcare qualification. She regularly works with other providers so that children do not repeat their learning and so that she has a consistent flow of variety and interest. She has an abundant amount of energy and this is transferred to the children as they have a thirst for learning. Her long list of activities incorporates many enjoyable outings to places like the beach, zoo and their favourite, which is the museum. Children explore past and present as they become hands-on with various activities, listening to stories and comparing magic beans and using one-handed tools. Their interests are captured as they study transport, judging their height to that of the aeroplanes and steam engines. Recyclable materials encourage children to make binoculars as they plan to investigate all the wildlife at the park. Using their skills they try to spot and record as many birds as they can whilst looking out for any hazards which may prevent them from enjoying their play. Children love baking as they weigh and measure ingredients, following rules and working together to make cakes and biscuits. Each day they get to stir their friendship cake mixture, which when finished they share out to those who are most important to them.

Throughout their learning the childminder is extremely observant and pays close attention to what it means to the children. For example, during their celebrations for Chinese New Year, children learn about their birthday and what year it relates to through their drawings or as they work out the time differences across the world. Children demonstrate their overwhelming joy as they learn with the childminder who is fun, warm and extremely caring. She is unique in her approach and clearly very special to the children in her care.

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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