

Inspection report for early years provision

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| Unique reference number | EY362299 |
| Inspection date | 10/10/2011 |
| Inspector | Patricia Webb |
| 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 was registered in 2007. She lives in Nantwich in Cheshire with her partner and their two young children aged 18 months and five years old. The childminder works with her niece who is her assistant. Another family member also acts as an occasional assistant. The whole house, with the exception of the childminder's bedroom, is used for childminding. There is a fully enclosed garden for outdoor play. The childminder attends the local library for story time and takes and collects children from local schools. The family has a dog.

The childminder is registered to care for a maximum of four children under eight years, of whom no more than two may be in the early years age range at any one time. When working with her assistant, she may care for no more than 10 children under eight years; of these no more than 5 may be in the early years age group, and of these no more than 1 may be under 1 year at any one time. There are currently 12 children on roll, six of whom are in the early years age group. The childminder is also registered to offer overnight care for a maximum of two children under eight years. 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 holds an appropriate early years qualification. She is a member of the National Childminding Association and is also an accredited childminder with the local network currently in receipt of early education funding for one child.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make outstanding progress at this homely and well-organised setting. The childminder and her assistant form a highly effective team, working together to maximise the learning opportunities in everyday experiences for the children. Inclusive practice is a key element in all aspects of children's care, learning and play, ensuring their individual needs are prioritised and met. The childminder has developed extremely effective self-evaluation and quality assurance systems that have an immediate impact on children's welfare, safety and development.

What steps need to be taken to improve provision further?

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

- exploring a range of strategies to encourage parents to contribute more actively to their child's learning journey records, acknowledging the partnership between home and the setting as integral to informing future planning

The effectiveness of leadership and management of the early years provision

Children enter a welcoming and very child-centred environment where their health, safety and well-being are paramount. Robust safeguarding policies and procedures are in place and practised effectively to ensure that children are very well protected. The childminder has an excellent understanding of the signs, symptoms and procedures to follow if she has child protection concerns regarding a child in her care. She undertakes regular training to ensure that her knowledge and understanding of current legislation and practice is maintained. The information is shared with the assistant who also attends relevant training to offer a consolidated and consistent approach to safeguarding. Children's safety is constantly maintained through the routines followed by the childminder to ensure children are not left unattended with unvetted adults. The indoor and outdoor environments are subjected to thorough and rigorous risk assessments that ensure any potential hazards to children are minimised. Systems for reviewing and updating these are robust and all required documentation for the effective running of the setting is available and is very well organised. Areas within the premises are utilised to their full potential to provide children with choices about where and with what they wish to play. In particular, the garden is a well-planned and resourced area where children explore and investigate their world. Daily routines are effectively managed in close partnership with parents to accommodate the individual needs of the children attending.

The environment is completely child-orientated and children benefit from an extensive range of resources which are pertinent to their individual needs, interests and play preferences. Children are also offered a pictorial inventory of some of the resources that are not on open show to extend their options and to ensure that each child's interest in play is effectively stimulated. The childminder promotes equality and diversity exceptionally well to help children to develop an awareness of the society in which they live. Positive images and an excellent range of appropriate resources are available to promote understanding and respect for others and to give all children a sense of belonging. Strong and trusting relationships are formed between children, parents and the childminder. Written comments seen during the inspection include references to the childminder's dedication, commitment and flexibility, as well as the pleasure their children express verbally and in letters and drawings about enjoying being with the childminder and her assistant. The childminder has devised a number of methods for communicating with parents and exchanging information. This further develops good relationships with parents, who value the trust and confidence they have in the childminder's ability to care for their children. Some parents have not, as yet, actively contributed to the summaries of their child's learning and development record, in order to further promote the concept of children's progress at home influencing the planning for their next steps by the childminder.

The childminder is enthusiastic, dedicated and totally committed to ensuring that her service provides a high level of care and education to ensure the best possible outcomes for the children. She is extremely experienced and competent and exceptionally well organised, particularly when sharing best practice and

information with the assistant. She has fully addressed the recommendation set at the last inspection successfully and this contributes significantly to the safeguarding of children. The childminder has a very clear vision for the setting and her practice.

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

Every child is highly valued and respected in this setting. Their enjoyment and achievement are key priorities for the childminder who takes great pride in the impact of her practice on children's development and learning. Their records of this journey are detailed and pertinent, cataloguing their progress in each area of development. Next steps are skilfully identified and planned for as the childminder takes her lead from the children and their interests. Hence, each child's learning takes place in a very organic and natural way. For example, the activity of planting bulbs and seeds for next spring moves off in the direction of exploring the various insects they come across as they dig. Watering the seeds becomes great fun as the children notice the marks their Wellington boots are making and the childminder encourages them to take photographs of them.

Each area of learning is fully covered through the exciting and vibrant range of activities on offer. Children rush inside to find the magnifying glasses, eagerly checking the many legs on the centipede in the soil. The childminder is skilled in encouraging children's critical thinking skills as, for instance, she asks them to consider why the worms have started to pop up out of the ground. 'Could it be to do with the children stamping hard on the soil?' When children notice how birds are eating worms and some snails in the garden, this incident is used to great effect to explain the rudiments of the food chain and how nature works. Children have ample opportunities to make marks in a variety of ways and situations, from painting on the outside walls with buckets of water and brushes to creating patterns in some spilt milk. Older children show their developing and emergent writing as they compose their own letters and pictorial messages to the childminder. Children gain a practical insight into diversity and differences in society as they discuss disability, gender and cultural issues as part of their day to day conversations. Where English is an additional language, families are fully supported as the childminder seeks out guidance for promoting effective communication. Pictorial prompts are available around the setting with the childminder building up her skills in sign language to support children with emerging or delayed speech development.

They gain a strong sense of belonging and security in the setting. Early warnings are given by the childminder about changes to routines, such as tidy-up time and preparing for midday lunch. They participate in some activities that require risk assessment but are planned to offer some opportunities for them to consider the risks for themselves, helping them to gain very useful skills for the future. Children's health and welfare are very effectively promoted. They understand about exercise and active play helping to build strong bodies and their medical needs are addressed effectively as both the childminder and her assistant hold relevant first aid qualifications. Extremely diligent hygiene routines are followed

and encouraged with the children. They know the procedures and are gently reminded of these when they endeavour to short cut some requirements, such as flushing the toilet. They tuck in with relish to their balanced and nutritious meals prepared and cooked by the childminder. She takes time to make meal routines enjoyable experiences and persists with encouraging children to try most foods, often using gentle conversation and distraction to great affect. Children's behaviour is exemplary as they take their lead from the positive role models offered by the childminder and the assistant. The childminder is extremely caring and professional in accessing further support and guidance for herself and families should there be any concerns regarding children's behaviour.

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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