

Inspection report for early years provision

Unique reference number	EY356132
Inspection date	31/10/2011
Inspector	Sarah Quinn

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 with her husband and three children, aged 17, 11 and 9 years, in a semi-detached house in Astley, Tyldesley, Greater Manchester. The lounge, dining room and kitchen on the ground floor, and the bathroom on the first floor is used for childminding. There is an enclosed rear garden for outdoor play, which has a patio and grassed areas.

The childminder is registered to provide care for six children under eight years, of whom no more than three may be in the early years age range and no more than one may be under one year old. She currently has three children in the early years age range on roll. She has two between the ages of five and seven years and another one over eight years attending. She is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. All children attend at various times on a full or part-time basis across the week and during school holidays. The childminder collects children from the local schools and takes children to play groups, the local parks, library, shops and activity centres. The family have two rabbits as family pets. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's excellent knowledge and understanding of the individual needs of every child in her care ensures that all aspects of welfare, development and learning are promoted extremely well. She develops very strong partnerships with parents, ensuring that information is shared effectively in order to provide consistency in encouraging children's individual progress. Excellent systems of self-evaluation and the childminder's daily reflections on her practice ensure any areas for improvement are quickly identified, assessed, and acted upon. This results in an extremely child-centred environment, where equality and diversity is promoted, and the childminder responds to the changing needs of all individual children as they grow and develop.

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 links with the other providers of the Early Years Foundation Stage, particularly at the local schools.

The effectiveness of leadership and management of the early years provision

Children are very well safeguarded because the childminder is proactive in ensuring she is well informed and aware of local procedures to protect children who may be at risk of abuse or neglect. All documentation relating to children is detailed and in extremely good order. Registers show the times when children are present and confirm that ratios are being met. All accidents and incidents are clearly recorded, including very minor bumps where there is no visible injury, and these records are shared with parents. Any medicines given are at the written request of parents, and the childminder records these in detail. The childminder's risk assessments are excellent, covering all areas of her home and garden, activities, resources, and outings and excursion. These are extremely thorough and frequently reviewed and updated, taking into account the changing needs of individual children. Emergency evacuation procedures are extremely good, and are practised with children regularly.

The childminder has an excellent knowledge and understanding of the requirements of all areas of the Early Years Foundation Stage and these are implemented extremely well. Policies and procedures are informative. These are shared with parents and reviewed regularly to ensure they reflect current good practice.

The childminder works extremely closely with parents to ensure she has a thorough understanding of the children's needs. She keeps them well informed of the children's progress and development and invites their comments and ideas for improvement, for example, using questionnaires with their views as part of her self-evaluation processes. Parents say 'The childminder shows extreme consideration for all children who come into her care.' Parents say that the childminder takes each child's individual needs into account but also supports the children in working as a group. The childminder recognises the importance of effective partnerships and makes links with other childminders to share good practice and enable children to socialise. Partnerships with other providers of the Early Years Foundation Stage are developing but are yet to be fully effective between the local school and childminder.

The childminder reflects extremely well on her practice and her evaluations consider the specific needs of individual children and how to ensure that activities and resources promote inclusion, for example, using songs and simple rhymes, craft activities and celebrations. The childminder identifies areas for her own personal development and promptly acts to address these through training and personal research.

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

Children's welfare, learning, and development are promoted extremely well. The childminder confidently uses her excellent knowledge of child development to

ensure that children enjoy a dynamic and stimulating learning environment where they are enabled to make very good progress in all areas towards the early learning goals. Planning is personalised and highly focussed on children's individual developmental stage. The childminder makes excellent use of her very clear observations of each child as she identifies her next steps in learning and how these can be promoted.

The childminder ensures that older and younger children can gain equal enjoyment from participating in the same activity by providing support appropriate to their age and stage of development. Children's progress is monitored extremely well in relation to their starting points, and assessment records clearly show their achievements in all areas of learning.

Children are extremely enthusiastic learners who confidently take a lead role in developing their play, making very good use of an excellent range of resources available to them. They enjoy using mobile telephones to have conversations and dance to music together. Children are well behaved and show awareness and concern for other's needs. As the younger child sleeps, the toddler quietly pretends to read stories to her baby doll. Children gain immense benefit from the childminder's excellent use of unplanned learning opportunities that arise, like picking blackberries.

The childminder provides an extremely welcoming and child friendly environment, where children feel safe and secure. Simple and effective measures are taken to ensure visitors do not have a negative impact on children's well-being. For example, lots of cuddles and soothing sounds are made to a young child who does not like visitors. The childminder ensures that children learn the importance of personal hygiene, and they clearly understand why they are independently washing themselves at appropriate times. The childminder provides children with healthy meals and snacks, and mealtimes are well used to promote children's learning. For example, apples and plums and runner beans are grown in the garden by children for them to harvest and eat. Children laugh and smile together as they thoroughly enjoy their time with the childminder.

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

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