

Inspection report for early years provision

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Inspection date	01/11/2011
Inspector	Sylvia Cornock
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2000. She lives with her husband and one adult child in Murdishaw, Runcorn. The whole of the ground floor and upstairs bathroom is used for childminding purposes. There is a secure garden available for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under the age of eight years at any one time. She is currently minding two children within the early years age group and offers care to children over five to 12 years.

The childminder has completed the basic childminding training and holds National Vocational Qualification Level 3 in early years. The childminder attends local parent and toddler groups, childminding forums and takes and meets children to and from school.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children feel safe in the childminder's care as they are respected and valued as individuals and they make outstanding progress in their learning and development. Activities provided are exciting, age related and support children superbly in developing skills for the future. The childminder enthusiastically promotes a strong ethos of inclusion for all children. Systems for self-evaluation are well-developed and continually highlight areas for improvement. The childminder is very professional and shows high levels of commitment as she aspires to maintain the highest possible standards of care and education. She values the importance of working together to promote high quality education and care through working in partnership with parents and others.

What steps need to be taken to improve provision further?

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

- enhance younger children's opportunities to talk about home and excursions they go on, for example, by offering them the opportunity to take a soft toy home with them.

The effectiveness of leadership and management of the early years provision

Children's safety and well-being are protected through the childminder's superb vigilance and her awareness of appropriate safeguarding policies and procedures. The childminder ensures that parents have their own copy of the safeguarding procedures. Accurate documentation protects the welfare of the children, meets all requirements and is stored to respect confidentiality. The childminder's home is exceptionally well organised and maintained to a high standard to meet children's individual needs. Areas and resources are vibrant and organised to promote children's independence and develop active learning. Robust quality risk assessments record the whole childminding environment and for outings, these are reviewed on a regular basis. The childminder promotes an enabling, inclusive environment where children are helped to value different aspects of their own and other people's lives.

The childminder is enthusiastic, conscientious and strongly committed towards continually improving the overall quality of care and education she provides for children and their families. She reflects on her setting's strengths and weaknesses and has formalised a system for self-evaluation. Priorities for improvement are well targeted to bring about further improvement and promote positive outcomes for children. To further extend opportunities for children they take home a soft toy to share with their families and talk about what the toy has done. She has introduced a superb system for effective continuity and progression in sharing information with other early years providers and this is a key factor in her planning.

The childminder has a superb relationship with parents and carers. She shares information from the onset through the provision of sharing her aims, policies and procedures, and objectives in caring for young children. Parents' written and verbal comments support the care and education the childminder provides, for example, 'she is the best and my child absolutely loves it when with her'. This confirms that they are very happy with the quality of care and education she provides. They add their comments in their child's learning journal at the end of each month which is given to the parents to view and share with other family members. This encourages parents to share children's learning at home.

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

The childminder's planning, assessments and interactions with children is exceptional and demonstrates that she has a superb knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. The systems for assessments and achievement are highly comprehensive and demonstrate that children are making consistently first class progress towards the early learning goals. Starting points are clearly identified with parents when children join the setting, which forms a baseline to identify appropriate next steps in learning for individual children. The childminder knows children well and has a excellent understanding of children's capabilities. She plans a balance of adult-

directed and child-led activities. She skilfully develops children's early language and communication as she constantly talks to the children, encouraging them to become independent thinkers. Children are happy and confident in the childminder's home. As a result, informal learning opportunities are maximised and children are offered appropriate challenges throughout the day to extend their knowledge and learning. For example, they use good language to describe how tomatoes grow and that you can eat the red ones but you need to wash them first.

Children share exceptional relationships with the childminder and are superbly behaved. They understand how to keep themselves safe through good explanations such as, undertaking evacuations of the premises on a very regular basis. Rich, varied and imaginative attention is given to developing children's knowledge and understanding of the world. Children are encouraged to consider their environment as they go for walks and visit places of interest. From an early age, the children are encouraged to develop their independence as they make their own choices and decisions in the enabling environment. Children learn to use programmable toys and equipment. They have opportunities to use writing materials and tools in art and craft activities. They gain comfort from the childminder as they sit and look at books with interest. They have opportunities to count everyday objects, promoting an understanding of number operation. All children participate appropriately in all activities and their differences are recognised and valued.

Children benefit from being cared for in a home which is clean, warm and well maintained. Individual routines are recognised and respected. Superb hygiene routines are followed to ensure children's good health, such as children being reminded of the importance of washing their hands after using the toilet or before they eat their snack or meal. Children's health is significantly enhanced as they enjoy outside play as the childminder clearly recognises the importance of fresh air and physical outdoor pursuits. Children enjoy nutritious meals and snacks which are devised in consultation with children and parents to take account of likes, dislikes and dietary needs. Drinking water is freely available to ensure that children remain hydrated throughout the day.

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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