

Inspection report for early years provision

Unique reference number	EY423648
Inspection date	12/10/2011
Inspector	Sue Birkenhead
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 2011. She lives with her partner and their two children aged 10 and seven years, in West Timperley, Altrincham. The childminder lives in a three storey townhouse but only the ground floor is used for childminding. There is a fully enclosed garden for outdoor play and the family have two cats.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age range. She may also offer care to children aged over five years. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll of whom five are within the early years age group and cared for on a part-time basis.

The childminder is able to take and collect children from schools in Bowden and is a qualified Early Years specialist teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent understanding of the Early Years Foundation Stage, which supports the very good progress children make towards the early learning goals. She is passionate about children's care and learning and demonstrates an extremely warm caring approach. The impressive and highly organised, extremely welcoming environment ensures children are very happy, secure and develop in confidence. The childminder is extremely committed to working in partnership with parents and other settings children attend to successfully promote children's learning development and welfare needs. Excellent systems for self-evaluation support the childminder's high aspirations for quality, continuous improvement of the setting and outcomes for children.

What steps need to be taken to improve provision further?

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

- extending the details obtained regarding children's developmental starting points on entry to the setting.

The effectiveness of leadership and management of the early years provision

Safeguarding children is given high priority in the childminder's setting. She has a comprehensive understanding of safeguarding procedures, regularly reviews her training in this area and shares information regarding suitability with parents. The

extremely comprehensive risk assessments reflect how risks to children are minimised and control measures in place. Children are cared for in a very safe and secure environment. They actively learn how to keep themselves safe through regular discussion, practising road safety and very regular emergency evacuations. The childminder is extremely well-organised and methodical in her approach to record keeping. Consistent systems are in place, as a result, accurate details are recorded, shared with parents and a good level of information is on display. Her excellent commitment to the continuous development of her service to promote better outcomes for children is clear to see. She has attended a good level of additional training and holds professional early years qualifications. She continually reflects her practice, using the Ofsted self-evaluation form, consulting parents and values the support from the Early Years Advisor. The detailed action plans outline her plans for future developments, which are set against relevant timescales.

The childminder is highly committed to working in partnership with other settings children attend and takes a lead role in establishing effective working relationships. The many superb initiatives for exchanging information with parents ensure they are actively involved in their children's care and learning. They work together extremely well to ensure the needs of their children are consistently met. For example, the parents can access the settings website for information and a two-way flow of information is exchanged daily through the effective 'childminder to home' record book. This outlines children's well-being and encourages parents to share observations from home, which inform the planning of activities and children's next steps in learning. The many written policies they receive and sign against include the very comprehensive procedures for safeguarding and complaints. Parents initially share information regarding the children's likes, dislikes and family members. Some brief reference is made to children's developmental starting points to provide a baseline from which to monitor children's ongoing progress. Parents contribute to the inspection through very positive written reference or consultation questionnaires they receive. They outline how very happy they are with the children's care and education and refer to how well children settle. They describe the childminder as extremely 'conscientious' and 'dedicated' to the children's care, which parents 'truly value'.

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

The childminder's excellent understanding of the Early Years Foundation Stage and the impressive organisation and deployment of resources is highly effective in supporting the children's learning and development. As a result, all children are happy, secure and make significant gains in all areas of learning. Children are cared for within an extremely welcoming and stimulating environment. Their sense of belonging is actively promoted through the rich displays of children's art work, allocation of individual bags for belongings and the vast amount of information on display. Children are confident to explore their environment with interest from a young age, and with sustained interest become active learners. The very effective planning of activities takes account of the individual next steps in children's learning and reflects a good balance of adult-led and child-initiated opportunities.

The extremely informative developmental files for individual children contain numerous purposeful observations and 'tracker systems' regularly summarise their very good progress over a period of time.

The childminder supports the development of children's communication, language and literacy skills extremely well. They are very responsive to her continual interaction, show interest in the wide range of books and when looking at pictures learn and repeat words that are associated with the images. Children take part in various opportunities, which enable them to extend their imagination, including dressing up, caring for the dolls and fixing things using the pretend tools. They learn about quantity as they fill the water tray outdoors using the hosepipe and fill and empty various receptacles. They develop their balance and coordination as they access the climbing apparatus and manoeuvre the wheeled toys outdoors. Babies develop their walking skills as they crawl freely and independently pull themselves to standing using the furniture with skill. The childminder takes every opportunity to develop mathematical skills as she encourages children to count objects and refer to the number shape and size. Children's understanding of feelings and emotions are promoted well as they use the 'feel good box' to record comments about how they feel. Babies actively engage in feeding themselves and older children learn how to put on their coats and shoes which effectively contribute to the development of their self-help skills. Their understanding of the natural world is promoted extremely well as they assist in growing their own sunflowers as well as fruit and vegetables in the garden. They nurture them, watch them grow successfully and make comparisons in the size to see whose sunflower is the tallest. They access resources, such as binoculars and magnifying glasses to explore the outdoor environment. The provision of the heuristic play materials allows children to explore wooden and metal items indoors and outside. Children take part in a variety of experiences using a wide range of different media to develop their creative skills from a young age. They enjoy exploring the texture of the paint, cornflour and water, the pebbles in the sand and use decorating brushes outdoors to paint surfaces with water. All children are valued and engage in a wide range of activities and experiences, which help them to value diversity and learn respect for others. The many excellent, worthwhile learning experiences contribute to the development of children's future skills.

Children develop a positive understanding of good health and hygiene routines from a young age. Older children begin to recognise the importance of hand washing and babies are supported in this practice within the routine. Consequently, children effectively learn about practices which promote good health and well-being. The childminder is proud of the excellent diet children receive, which consists of freshly prepared home cooked meals that are varied and nutritious. Children learn how to stay safe from a young age. They practise road safety during outings, engage in emergency evacuations very regularly and discuss safety in the home. They turn to the childminder when tired, are happy to leave her side to explore, and sleep soundly as part of their routine, indicating they feel safe. Very effective methods for managing children's behaviour, such as continually praising and rewarding achievements actively encourage the development of their self-esteem and confidence. House rules on display make older children aware of the need to develop positive relationships and respect others.

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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