

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY234736              |
| <b>Inspection date</b>         | 14/10/2011            |
| <b>Inspector</b>               | Shirley Monks-Meagher |
| <b>Type of setting</b>         | 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 registered in 2003. She lives in the East Didsbury area of Manchester with her partner and their two children aged 13 and 11 years. The childminder's partner and mother work as her assistants. The childminder uses the whole of the ground floor of her property for childminding purposes, including two dedicated playrooms and a ground floor toilet facility. A secure rear garden is available for outdoor play.

When working alone the childminder is registered to care for a maximum of six children under eight years at any one time, of whom three may be in the early years age range. When working with an assistant they may care for 12 children, of these six may be in the early years age range. There are currently 10 children on roll and of these eight are early years children. She is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder has relevant childcare qualifications equivalent to National Vocational Qualification level 3. She is a member of the National Childminding Association. She receives support from the local authority and is a member of their childminder network. Children are taken to and collected from the local primary school and the childminder visits community facilities.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Highly effective procedures and practice underpin the safety, welfare and well-being of the children who flourish in an environment which is superbly organised to meet their individual needs. The dynamic partnerships with parents and other agencies involved in the children's lives creates consistency, continuity and the optimum levels of support to enable every child to participate and work towards their full potential. The underlying ethos of valuing and respecting children and their families is the catalyst of the warm, welcoming environment that is accepting of everyone. Reflective practice is both critical and collaborative, successfully underpinning continuous improvement for the benefit of all users.

## **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 the relationships with other settings attended by children to ensure consistency and continuity in relation to their learning and development.

## **The effectiveness of leadership and management of the early years provision**

Utmost priority is given to fostering children's safety and well-being. Policies and procedures necessary to safeguard children's welfare are well-written and implemented extremely effectively. An in-depth understanding of child protection issues and secure knowledge of the procedures to follow in the event of such concerns ensures children's welfare and well-being is extremely well protected. Thorough risk assessments are implemented and comprehensive written records are maintained. This approach effectively minimises potential hazards and enhances all aspects of children's health and safety. Children's ability to independently manage risk is fostered extremely well. Record keeping linked to children's welfare and well-being is meticulously maintained. Comprehensive policies and procedures are effectively shared with parents keeping them informed of the childminder's role, responsibilities and practice. Space and resources are organised exceedingly well to meet children's individual needs, significantly enhancing their initiative, independence and play experiences.

The childminder is a highly professional practitioner who is passionate about her work. Her extremely high regard for children's well-being and her own professional development ensures children receive excellent care due to her commitment to her work and training. She has an excellent capacity to sustain the high quality provision she offers and maintain continuous improvements in outcomes for the children she cares for. She is always looking for new ways to improve her service. She is currently developing a web site and electronic policies and procedures to widen choices for parents on how they receive information. She reflects consistently on her service and practice, refining and adjusting systems and practice as she strives to sustain and continually improve her high quality provision.

High priority is given to meeting children's individual needs. The childminder provides a fully inclusive environment where all the children can reach their full potential based on their individual starting points, skills and abilities. Her commitment to partnership working with parents and other professionals underpins the superb arrangements she has in place for the children to receive high levels of support, enabling them to be fully integrated. The childminder shares extremely effective working partnerships with parents that begin during effective settling-in procedures. She gathers and records a wealth of information about children's care needs, skills and abilities. Comments, written by parents, in children's learning journeys, home books and questionnaires demonstrate high levels of satisfaction with children's well-being and progress. Parents are provided with excellent sources of information about the provision. They are kept very well informed about their children's progress enabling them to participate fully in their child's learning and development and continue learning at home. Partnerships with other settings children attend are established. However, the information shared relates mainly to children's welfare and well-being with little about their learning and development and this hinders the childminder's quest to provide consistency and continuity for the children.

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

Children are cared for in a rich and supportive environment which is superbly organised and conducive to learning. Attention to inclusion threads through the provision and forms an important, integral part of the children's time spent with the childminder. They develop a strong sense of belonging, clearly enjoying and relishing their time at the setting and positively thriving on the interaction and attention. Children have a wealth of opportunity to learn about themselves, each other and the wider world.

An excellent understanding of the Early Years Foundation Stage informs the highly effective procedures in place in relation to assessment and planning, enhancing all aspects of children's learning and development. Documentation clearly tracks children's learning and effectively demonstrates that teaching highly motivates the children and as a result they make very rapid progress towards the early learning goals. Rich, varied and imaginative activities and experiences for the children, based on their interests and next step information, are provided. Consequently, they are thoroughly engaged and very happy to participate. In addition, opportunities outside the home benefit the children immensely, significantly enhancing and widening their experiences and learning. For example, they visit the forest and have great fun building a den using branches they collect. They work together, learning how to co-operate, sharing their ideas and thoughts, promoting their problem solving skills and critical thinking.

The childminder provides excellent support to ensure the children's learning needs are met. She shares her attention exceedingly well and has an excellent understanding of their individual needs, characteristics and preferred learning styles based on her sensitive observations of them. She shares very warm, close relationships with the children. As a result, the children feel at ease, safe, secure and confident. This positive sense of well-being gives them a very secure basis from which to play, explore and develop. The children develop effective communication skills and are able to convey their needs. They use language, gestures and expressions as an effective means of sharing their feelings, experiences and thoughts.

Children explore their environment and resources determinedly whatever their stage of development; for example, babies sort through the objects of treasure baskets with avid curiosity. They explore the objects using all their senses and their thoughts and feelings are mirrored clearly in their faces as they smile, grimace or toss an item behind them. They turn, press or push switches and levers to create sounds or flashing lights and look to the childminder or her assistant for a response to these effects. They are delighted with the praise they receive and repeat their achievements over and over. Children explore the properties of a wide range of media. They recycle materials, sorting them into the separate baskets and then selecting from them to design and construct models. They play imaginatively with small world toys, such as trucks and diggers. They move them around skilfully, scooping up small pebbles in the buckets and manoeuvring them around each other, estimating if there is sufficient space for them to fit through the gaps

successfully. A running commentary accompanies their actions as they act out simple scenes from their well-developed imaginations. A varied selection of dressing-up clothes that attract the children's interests are effectively helping them to develop their self-help skills. Equipment, such as a mirror, is readily accessible to the children and they use this well to support their actions; for example, they go to the mirror to ensure they are placing their hats on correctly. Children are active learners, critical thinkers and problem solvers.

Children of all ages play harmoniously together or alongside each other, developing their understanding of turn-taking and sharing resources. Children benefit from the consistent and effective strategies used by the childminder to manage behaviour and as a result they behave well for their ages. They treat their environment respectfully and take on simple responsibilities, such as helping to tidy away the toys. Children are developing skills and attitudes which will serve them well in their future learning.

Children have positive attitudes towards healthy life-styles. They choose to play outdoors in the fresh air which is promoting their good health. Their large physical skills are promoted very well through age-appropriate equipment and activities that foster their strength, balance and co-ordination. Children enjoy nutritious, appetising home-made meals and healthy snacks, and drink freshly filtered water. Babies are held comfortably and securely in the arms of the adults whilst they take their bottles and sleep comfortably when they are tired. Children are developing good levels of independence with their personal hygiene and are developing an awareness of when and why it is appropriate to wash their hands through consistent routines and activities.

## 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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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 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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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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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