

Inspection report for early years provision

Unique reference number	314973
Inspection date	09/11/2011
Inspector	Lesley Bott
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 has been registered since 1999. She lives with her husband and three adult children in Appleton, Warrington, within walking distance of local shops, schools, nurseries, library and park. The areas of the house used for childminding are the playroom which adjoins the kitchen, conservatory and downstairs toilet. There is an enclosed garden with large play equipment for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently five children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder has the quality first recognition.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in learning and development. Highly effective partnerships between the childminder, parents and other agencies ensure children's unique needs are met. Effective policies and procedures are followed and safety is maintained as risk assessments are clearly recorded. The childminder understands her strengths and demonstrates the capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- reviewing systems to ensure that fire drills are planned over different days.

The effectiveness of leadership and management of the early years provision

Children's welfare is consistently promoted as the childminder has an excellent knowledge and understanding of safeguarding procedures. Her awareness of signs of abuse and understanding of local authority procedures are included in the robust and exceedingly well written policies. Highly comprehensive risk assessments are in place, together with daily safety checks that are taken before children arrive in the morning to ensure that all hazards are minimised. Reinforcement from the childminder ensures that children are taught how to use equipment and toys safely and how to behave in an outside environment. For example, young children learn how to manoeuvre down the step from patio door to outdoors. Significant and age appropriate challenges allow the children enough

independence for them to learn about their own safety, without harm. However, rotating the days when fire drills are planned will ensure that all children have the opportunity to experience this.

Children's learning and development is significantly enhanced through the availability of the excellent resources used. Toy boxes are clearly labelled so they can be identified and easily accessible to all. Resources are rotated to ensure that the environment is exciting and conducive to learning, as well as suitable for the ages of the children. Children clearly benefit and thrive as a result of the setting they are in. Self evaluation and continuous improvement of the setting is exemplary as the childminder is constantly reflecting on what she does well and what she needs to improve. As a result, actions taken by the childminder are well targeted and have an outstanding impact on the provision. For example, reviewing the way they walk to school when older children become over confident with the route. The one recommendation raised at the last inspection has been fully addressed by the childminder to bring about further improvement to the provision and the outcomes for children. In addition, the childminder's attendance at regular training courses ensures that her practice is up-to-date and that she remains enthusiastic and highly motivated.

The childminder has a highly effective relationship with parents. They receive outstanding quality information about the childminder's provision and are well-informed about their children's welfare, achievements and progress. This comes in different formats. For example, detailed daily diaries, newsletters and learning journals. This enables parents to be involved and continue their child's learning at home. The childminder is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships with other providers delivering the Early Years Foundation Stage.

There are currently no children attending who have special educational needs and/or disabilities. However, the childminder is fully aware of the importance of working closely with outside agencies to ensure children's individual needs are met.

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

Children make outstanding progress in all areas of learning as they are well supported by the childminder's exemplary understanding of the Early Years Foundation Stage. Clear procedures are used for assessing children and the childminder uses this information to inform the planning to ensure children are offered appropriate support that promotes their learning. Each child has their own 'learning journal' which records their outstanding progress. Observations and evaluations are meaningful and relevant to the individual child and parents are encouraged to read these on a regular basis and comment.

The childminder's home is attractive and resources are rich, varied and imaginative, enabling the children to make independent choices. All resources are

reflective of the children's cultures through an abundance of toys, books and games. This promotes children's confidence and self-motivation. Children display a secure relationship with the childminder, whose consistent approach to behaviour management enables them to feel secure and develop their understanding of appropriate behaviour. They display their feeling of safety as they confidently move from one area to play in another. In addition, young children demonstrate that they feel safe and secure as they confidently play well on their own, with each other and with the childminder.

Children's individual needs are consistently well met. They learn about health and hygiene through planned activities. Children learn how to wash their hands efficiently as they follow the pictures displayed over the sink when washing their hands after messy play. Children enjoy a balanced diet. They eat nutritious and healthy meals that follow the weekly menu. They enjoy outdoor play in the garden most days, as well as taking part in planned swimming sessions. They also are taken to attend other group activities to develop their social skills and increase their awareness of the wider world.

Children develop learning and social skills that equip them well for the future. They communicate well with the childminder and demonstrate growing literacy skills. They look at books as the childminder makes them come alive with the aid of story sacks. Babies are beginning to recognise the animals in the book and the toys.

Children's self-esteem and confidence is exceptionally high as babies and young children make significant gains in their learning. Activities are planned with limited support from the childminder to enable the children to participate meaningfully. They develop skills for the future as they share and work together. For example, an adult-led activity allowed the childminder to support the children on cutting and glueing pictures of animals onto a jungle hat. Discussion took place about the size and colour of the animals as they were put on the hat. This was further extended as they went to look in the mirror with the childminder at their work of art.

Children listen to songs on the CD and learn the actions that go with them. This enables them to learn about rhyme and to interpret the words with their bodies in a creative way. They sing to humpty dumpty nursery rhyme and tip the toy off the table to tumble on the floor at the appropriate time. Laminated pictures of food items from different countries help children to see and talk about food from other cultures when playing with the kitchen.

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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