

Inspection report for early years provision

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Inspection date	19/10/2011
Inspector	Diane Hawkley- Holt
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 2003. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their three daughters, one aged 17 years old and two of adult age. They live in a detached house in Culcheth, north of Warrington. Her home is within walking distance of shops, park land, the library and schools. The whole of the ground floor is used for childminding. The childminder provides out of school care. She collects and drops off children at the local school and nursery. At present, there are 11 children on roll, of whom six are under eight years. Children attend on different days across each week. 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.

Children's individuality is celebrated and excellently supported as the practice is fully inclusive. All the policies and procedures are well established and clear which results in the promotion of children's welfare being of a high standard. The childminder has an outstanding understanding of all of her strengths and areas for improvement in her setting and takes steps to continuously improve her service. She has built highly effective relationships with parents and other professionals to promote secure and consistent care for children so that they make excellent progress.

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 systems for tracking children's progress.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and very well protected in the setting because the childminder is knowledgeable about local safeguarding policies and has detailed procedures in place to manage any concerns she may have about children in her care. The childminder is also appropriately vetted and is safe and suitable to work with young children. This means that children are safe and secure in the setting. The setting is well-organised, welcoming, clean and bright. The childminder carries out daily safety checks and there are meticulously detailed risk assessments that are regularly reviewed. This ensures that the areas used by the children are very safe, so that they move safely and freely around the home.

The childminder is exceptionally knowledgeable about the Early Years Foundation

Stage and use this innovatively to support children in their learning. The environment is exceptionally well organised and accessible to the children, for example, equipment is clearly labelled with words and picture and children are empowered to direct their own learning as they independently use the tape, glue and coloured paper to make models of 'exploding fireworks'. This superb practice means that children are able to thrive and make very rapid progress in their development.

The childminder is fully aware of the setting's strengths and weaknesses. She continually looks for ways to improve the provision for the children and to this end, sets herself very ambitious and appropriate targets. She has addressed previous actions and recommendations promptly and effectively. She works with the local school to develop highly effective assessing and recording processes that tracks the children's progress whilst at the setting. This has improved the provision and opportunities for children to achieve excellent outcomes. The childminder involves parents and children in the planning. She works closely with the local school to complement their curriculum. Children and parents are fully involved in the setting's evaluation process. They complete a termly survey on the provision and their suggestions are incorporated into the setting's development plan.

The childminder forms highly effective working relationships with parents and carers. The childminder and parents share important information about the child's starting points and progress regularly. She obtains detailed information about each child, such as their preferences and she uses an exemplary 'all about me' and 'what I can do' form which is completed by the child and parent to inform her highly imaginative planning. This means that parents can become involved in their child's learning and each child is extremely well supported in making progress towards the early learning goals. The childminder continues to further improve her system for tracking children's progress. The childminder has well-established effective relationships with other provisions and professionals that are involved with the children and these contribute very well to supporting children's welfare and learning.

There is a highly effective induction process. Parents' receive the main policies and procedures and complete comprehensive enrolment forms that establish valuable information to support their child's individual learning needs. The childminder offers sensitive support to children who have special educational needs and/or disabilities by adapting activities. An effective equal opportunities policy is regularly reviewed and children with English as an additional language are supported well. Additionally, the setting is well resourced with a variety of equipment that depicts people with different abilities and backgrounds. This means that the individual needs of all children are effectively met and all children are included fully in the life of the setting.

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

Children are guided extremely well by the childminder to use equipment, such as, scissors, tape, computers and phones safely and independently. The children feel safe and secure as they follow well-planned safe evacuation procedures. Children are protected as they follow safety guidance. The older children know to call the emergency services if they need help. The children are very safe on outings as the childminder has taught the children about road safety, stranger danger and children wear a wristband with the childminder's details on. Children take appropriate risks when using the large equipment at the park, as the childminder involves them in agreeing clear safety guidance.

Children's good health is well promoted because the childminder provides a well-ordered, clean and stimulating environment where children develop excellent independence with their personal care. Children record their feelings daily and make friends successfully. Good health routines are well established, for example, all children wash their hands after activities and before snacks. Children are protected from cross-infection because the setting ensures the equipment is cleaned to a high standard and checked daily. Children have a wide variety of opportunities to develop large motor skills indoors, for example, den making, dancing and various games. Children visit the park, where they can jump, run and climb. There are excellent procedures in place for recording accidents and administering medication, which promotes children's good health. Children are supported to recognise when they need to rest or sleep. The children are highly involved in choosing healthy snacks and planning menus and cooking activities.

The childminder uses her observation and comprehensive induction to gain information from the parent and child. This establishes a highly detailed starting point with identified areas of development. The childminder plans rich, varied and imaginative activities that enable the children to make excellent progress. Therefore, children are making excellent progress in communication, language and literacy, as the childminder spends time speaking and listening, sharing good quality books, supporting phonics and encouraging children to write and record their learning. The children also use technology regularly in the setting, such as, weighing scales, real phones and a computer with specifically chosen programmes to support individual children's development. Problem solving reasoning and numeracy is embedded in all activities. Children follow their interests and create a role play 'veterinary surgery,' using a working phone and computer to 'book appointments' and use bandages, a stethoscope and medicines to look after toy animals. The childminder's teaching is highly motivating and knowledgeable, consequently, children are making excellent progress towards the early learning goals in all six areas of learning.

Children behave exceptionally well in the setting because the childminder involves the children in setting house rules and the children agree and set appropriate boundaries. This enables all children to be independent and allows them to direct their own learning throughout the session. Children are developing a respect for themselves and others, whilst learning about other cultures and beliefs.

Furthermore, the setting celebrates children's individuality and festivals, such as Chinese New Year when children made money pockets and Halloween where children draw faces on pumpkins. The childminder makes very effective use of books and activities to introduce new ideas and promote diversity.

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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