

Inspection report for early years provision

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Inspection date	11/10/2011
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 2004. She lives with her husband and two children, aged 12 years and one adult child, in the Grappenhall area of Warrington. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed front and rear garden for outside play. The family have a variety of pets, which include two cats and a rabbit.

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 four children within the early years age group and offers care to children aged over five to 11 years. The childminder currently supports children with special educational needs and/or disabilities.

The childminder has completed the basic childminding training and holds the Nursery Nurse Examination Board qualification. She is vice chairperson of the Warrington Childminding Association and supports childminders in the area. She walks to local schools to take and collect children and attends local parent and toddler groups. She is a member of the National Childminding Association and children come first network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides a superb, happy, welcoming environment, in which children's welfare is successfully promoted. All children make outstanding progress towards the early learning goals. Excellent links with parents, pre-schools and the local schools help to build positive relationships and ensure that the needs of all children are well met. There are particularly impressive systems in place to ensure inclusion and to support children with special educational needs and/or disabilities. The childminder has an accurate understanding of her strengths and weaknesses and takes effective steps to improve practice.

What steps need to be taken to improve provision further?

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

- offering different tools, when available tools are inadequate to achieve the desired effects.

The effectiveness of leadership and management of the early years provision

The childminder ensures the safety and welfare of children is given high priority. Her procedures to protect children are robust. The safeguarding, complaints and emergency procedures are excellent and she ensures they are known to parents and carers. She completes daily risk assessments and safety checklists, to ensure that the environment is always safe, clean and fit for use. Robust risk assessments for all outings are undertaken and completed, to ensure children's safety. The childminder is highly motivated and consistently aspires to maintain high quality care and education for children. For example, through the completion of self-evaluation she identifies areas for continuous improvement. She focuses on promoting children's welfare and helping all to make outstanding progress through the provision of excellent resources and learning opportunities. She regularly evaluates the outcomes for children to ensure that the service continues to effectively improve.

The childminder is well qualified and experienced and she continues to access any available training or courses to further develop her superb existing skills. She works effectively and she excels at ensuring all children's individual needs are met. Records, policies and procedures are superbly organised and are highly effective in supporting the service. The partnership with parents and carers is superb. The childminder works closely with parents and carers to secure a good understanding of each child's needs. The childminder supports families and children with special educational needs and/or disabilities exceptionally well to ensure specific needs are met. Parents and carers of all children are included in what their child is doing and are encouraged to continue this at home so that they too can enjoy seeing their child develop. The provider liaises exceptionally well with other settings and carers to ensure the progression and continuity of learning supports the transition of children as they move on to school.

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

The childminder organises the space, resources and outdoor experiences with great skill. The daily records kept of children's progress ensure that the six areas of learning capture children's interests. Consequently, children receive an extremely rich and stimulating play experience, with a well-balanced mix of adult-led and child-initiated play. Routines are consistently used and applied so that all children feel secure, confident and at home. They make significant gains in their learning and development and achievement is excellent in relation to individual starting points. The childminder focuses on children's personal, social and emotional development. There is an emphasis on self-esteem. Children take pride in themselves and show consideration for all others. The childminder continually gives praise. This helps children build confidence and successfully teaches them to behave well, respond enthusiastically and play cooperatively.

An excellent range of resources is used well to enhance children's communication,

language and literacy skills. Children's creative and physical skills, their problem solving skills and their understanding of the world develop well, as they engage in a variety of activities suitable for their age and stage of development. For example, they use child-sized battery operated tools in their role play. However, the use of different tools when available tools are inadequate to achieve the desired effects is less well developed. Children benefit from the highly exciting visits to places of interest and outdoor areas, as they explore and investigate the natural environment on their nature trail, view the gardens, plant and grow vegetables. They also enjoy African music and attending a local music group. Their understanding of sustainability is promoted as they reuse pots and other materials, giving them an understanding of recycling. Older and more able children are competent in their computer skills with the younger age range using a selection of programmable toys within the childminder's home. They enjoy the planned visits to the childminder's home of the local community police officers, fire brigade, lollipop person and others who promote children's understanding of staying safe.

Children's welfare is promoted to a consistently high level. The childminder blends daily routines and activities expertly together, so that children acquire competency, confidence and independence in all areas. For example, children practise emergency evacuations of the premises. The childminder promotes healthy eating and provides children with an understanding of what is good for them, through offering healthy meals and snacks. Children celebrate different festivals and engage in activities to support their understanding of other cultures. The childminder focuses upon emotional and physical health and cultural diversity, as she embraces and welcomes everyone into a wholly inclusive environment. As a result, children exhibit excellent skills. They know how to act safely indoors and outdoors, make healthy eating choices and adopt good personal hygiene.

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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