

Inspection report for early years provision

Unique reference number	316114
Inspection date	01/02/2012
Inspector	Emily Wheeldon
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 1995. She lives with her husband and two teenage children in Milnrow near Rochdale, Lancashire. The whole ground floor of the childminder's home is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three, of which may be in the early years age range. She is currently minding three children in this age group. She also offers care to children over five years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individuality is highly valued and respected by the childminder, who provides an inviting and stimulating environment for all children. Children are actively involved in an exciting range of activities, learning through skilfully implemented and innovative play opportunities in a fully inclusive environment. Overall children learn about the wider world and sustainability. Children's welfare and learning are successfully promoted and sustained by outstanding partnerships with parents and others to ensure continuity of care. The childminder continually strives for improvement through self-evaluation in order to sustain a positive impact on the outstanding care provided for children within her childminding service.

What steps need to be taken to improve provision further?

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

- develop further children's knowledge of sustaining the environment.

The effectiveness of leadership and management of the early years provision

The highest priority is given to safeguarding children in the setting. Robust safeguarding procedures and policies ensure children remain extremely safe and secure. The childminder has been on safeguarding training and is fully aware of the correct procedures should she be concerned. Meticulous risk assessments and additional daily checks are reviewed regularly and ensure all spaces children access are safe. The childminder takes expert precautions to keep children safe when taking them to cross the road. For example, children wear reins and high visibility jackets when crossing the road.

The childminder demonstrates she has superb knowledge with regard to the Early Years Foundation Stage and uses this to support all children's learning and development. She has been on an extensive range of courses from child development to specialist courses around autism. This further enhances her practice. Resources are of a consistently high quality and very well organised which means that children can access them independently and make their own choices. Equality and diversity is promoted well within the setting. Children are expertly supported by the use of visual aids, such as, props at story time and symbols to represent 'good sitting' and 'good looking', so they are equipped with the skills to concentrate and listen attentively. In addition, the childminder knows who to contact to ensure that the needs of children with special educational needs and/or disabilities are well met.

The childminder has a clear vision and has high expectations about securing improvement. She is working towards the High Five Quality Award to monitor the quality of her provision and uses this very effectively to improve the standard of her service. The childminder has addressed previous recommendations promptly and effectively. For example, she has made adaptations to her hearth to make it safe for children.

The childminder has formed very positive and close relationships with parents and carers. Exemplary comments are received from them regarding the high level of care the childminder gives to their children. Comments include, 'I wish she was the real nana in my child's life but having her as his own childminder is the next best thing'. Parents are fully included in their children's learning and play a big part in contributing towards their own children's learning and development. For example, they are very involved in the observations and planning of activities which are centred around the children's interests. This means children thrive and their individual needs are extremely well met. Excellent working relationships with the local primary school and the early years advisory team ensure continuity of approach and the best possible support for all children.

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

All children are extremely settled and confident in the setting. For example, they are exceptionally talkative and interested when they play with small world animals and describe the appearance of a tiger. Children are cared for in a bright and highly stimulating environment. A huge range of high quality resources are neatly stored in boxes at child height so children are able to be independent and self-select materials of their choice. Planning is intrinsically linked to the interests of the children and there is an excellent balance of adult-directed and child-initiated activities. Detailed and highly accurate observations and assessment are used very effectively ensuring all children achieve as much as they can in relation to their starting points and capabilities. Children are engrossed in imaginative play when they recreate their ideas inspired by a family caravan holiday and recreate a caravan of their own made from cardboard boxes. Children are encouraged to use recycled materials so that they learn about the importance of sustainability,

however, this could be explored further so that children's knowledge and understanding about conservation can be maximised.

All children have a very close relationship with the childminder because she ensures their needs are met. For example, babies snuggle in for comfort when they are feeling tired. Children learn sounds of the alphabet and confidently make sounds as they investigate the initial sounds of zoo animals, such as 's' for 'snake'. Opportunities for children to develop problem solving, reasoning and numeracy are incorporated in activities. For example, children learn to count as they chop pieces of banana on a plate. Children very competently build structures to make an igloo and babies demonstrate excellent fine motor skills as they skilfully pick up dry cereal pieces in a tray as part of an activity which also promotes their sensory development. Electronic toys are available for children to use to develop their skills in information, communication and technology. This also equips them with very good skills for the future. Innovative opportunities are made of the local area giving children a breadth of opportunities to help raise awareness of the wider community, such as witnessing a baby calf being born on a local farm. Special visitors, such as a local artist visit the childminder's home and inspire children to produce spectacular watercolour paintings. Resources and activities that promote equality and diversity are used very effectively to support children's understanding of different cultures and beliefs. For instance, children dress up in Chinese clothing and sample prawn crackers for Chinese New Year.

The childminder is aware of the importance of children adopting healthy lifestyles and discusses healthy diets, exercise and takes children on outings to meet the dentist. As a result, children show an excellent understanding about healthy lifestyles and follow outstanding personal hygiene routines such as brushing their teeth after meal times. Children benefit from highly nutritious snacks of fruit and vegetables and healthy meals provided by parents so children's dietary requirements are fully met. Children are extremely independent and are encouraged to serve their own drinks and food. Children enjoy fresh air and an extensive range of physical activities outdoors. Children behave very well and know the boundaries about not climbing on furniture from the childminder. Through well organised routines children are very confident and settled. Children know how to keep themselves safe. For example, they know they must wear reins when out and about.

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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