

Inspection report for early years provision

Unique reference number	307226
Inspection date	01/03/2012
Inspector	Julie Firth

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 twenty years ago. She lives with her husband in the Swinton area of Salford. She occasionally works with an assistant. The whole of the ground floor is used for childminding. This includes the front and rear lounge, the kitchen area and the downstairs bathroom facilities. There is also a small front bedroom available for children to access. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family have a dog.

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 six children on roll, of whom three are within the Early Years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association, holds a National Vocational Qualification level 3 and is part of a Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children settle very well in the setting because this experienced childminder works extremely well to meet their individual needs. She displays an excellent knowledge of the Early Years Foundation Stage, and this underpins the positive outcomes children experience in their learning and development. Consequently, children are very happy and secure in a highly inclusive and welcoming environment, where expectations are high. There are excellent partnerships with parents and they are consulted and kept very well informed of their children's daily routine, care and learning. Extremely positive links with other agencies promote continuity of education and care. Successful systems are in place for self-evaluation and monitoring the provision, and the childminder demonstrates an excellent capacity to make continuous improvements.

What steps need to be taken to improve provision further?

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

- enhancing the system for transition to fully support children who attend different early years settings.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of safeguarding issues and keeps up-to-date with training. She is confident in her role and responsibilities to protect children in her care. Children are extremely well protected as the premises are very secure and the childminder supervises them at all times. Robust risk assessments are carried out to provide a very safe environment, and this includes visitors signing in and out when visiting the premises. The environment is stimulating, homely and the space available is used very well indoors, with free flow to the garden. This enables children to actively participate in a wide range of opportunities and experiences which foster their initiative, independence and confidence and consolidates their learning extremely well. Playthings are of exceptional quality, placed at child height and promote a very good understanding of equality. Toys are regularly rotated to ensure freedom of choice and to enhance children's concentration.

Children's well-being is significantly enhanced due to how the childminder organises her time to ensure children have a wealth of different experiences, in the home, when attending groups and in the local community. All detailed documentation is in place and there are comprehensive written policies and procedures that promote children's health, safety, achievement, enjoyment and their ability to make a positive contribution. These are shared with parents and regularly reviewed. The childminder is extremely committed and enthusiastic, and continually strives to improve the good service she offers. She is exceptionally skilled in ensuring that she offers a fully inclusive environment that makes parents and children feel extremely welcome. She works really hard to adapt activities to enable children with special educational needs and disabilities to reach their full potential, whilst having fun. Furthermore, she ensures children understand the society in which they live, by using such things as persona dolls as props during singing time. Children speak with great delight about their experiences. For example, they used chop sticks and sampled Chinese food during a visit to a local restaurant.

Parents speak extremely highly of the childminder and they are kept well informed through daily diaries and lots of opportunities to review their child's learning records. The childminder is working well with other providers and outside agencies, and this ensures she is able to increase her knowledge for the benefit of the children in her care and provide them with additional learning opportunities. For example, she works alongside Sure Start, is part of the local Childminding Network, and also helps to run a local mother and toddler group in the area. The childminder is aware of the importance of sharing important information about children to help ease their transition on to school or other settings, and has begun to devise a system to support this. However, this is still under development. The childminder implements a detailed self-evaluation process, and attends a wealth of training on various topics, such as planning, observation, assessment in the Early years Foundation Stage, dental hygiene and safety in the home. These are all used highly effectively within her practice to promote positive outcomes for children.

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

Children make excellent progress towards the early learning goals. The childminder provides a very good range of inspiring activities that take into account children's individual learning needs. She obtains excellent information about children's starting points and interests and young children are carefully and sensitively helped to settle into their new surroundings. Each day is carefully planned to provide suitable periods of time when children can follow their own initiated ideas, as well as a wealth of adult-led activities. The childminder skilfully observes and assesses children during their play, then uses this information to plan suitable next steps that will take them further in learning. Furthermore, she challenges children in all areas of their learning which results in happy, engrossed learners. Young children show they feel confident to speak to visitors, are eager to show what they have done and talk excitedly of trips they have enjoyed with the childminder. A high emphasis is placed on developing children's independence and social and emotional development. For example, they are encouraged to access their own drinks, help out at snack times and tidy away their toys after they have finished with them. They are encouraged to make friends and play well alongside their peers. Their levels of concentration are excellent as they are allowed to spend time at their own chosen activity and go back later to consolidate their own learning.

Children's social skills and ability to communicate with others is rapidly enhanced, so that they develop the underpinning skills needed for their future success. All children behave extremely well as the childminder uses appropriate strategies to encourage children's good behaviour, for example, distraction or positive praise. She has received positive comments from members of the public regarding the good manners and conduct of the children when out on a trip. Children have lovely warm relationships with the childminder and are very caring towards each other. They take trips to Bury on the tram and to many more good places of interest during the summer holidays. Furthermore, they watch their plants grow from seeds in the childminder's garden and enjoy preparing for a picnic in the park.

Children have very good opportunities to see examples of everyday print and to learn that print has meaning throughout the setting. All toys are very well labelled and enable children to freely choose what they want to play with. There are lots of opportunities for making marks, recognising letters and sounds. They sit and look at a book with excellent story sacs available to enhance their concentration further. A wealth of puzzles and different coloured pegs helps them to recognise colour and numbers. They have opportunities to access a wide range of media, and lots of photographic evidence demonstrates children are really enhancing their imaginative skills. Children have a lovely time outside in the water tray pouring and sinking objects.

Children's physical skills and coordination are exceptionally well developed because of the excellent opportunities provided for outdoor play and lots of exercise. For example, they climb and balance using large equipment in the garden and extend these skills further at local groups. They also dance and use musical instruments. Children play out at all times in their all weather clothing and new outdoor funding

enables the childminder to purchase extra resources for outdoor to enhance children's physical development and discovery skills.

Children's health is extremely well promoted. Children follow excellent hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. They benefit from varied menus that take account of their individual dietary needs and introduce them to a very good range of healthy foods. Meals are cooked from fresh ingredients and children learn very good table manners and excellent social skills as they sit together for meals in small groups. The premises are very clean and discussion and activities take place about the importance of fruits and healthy options. Children have access to drinks at all times to keep them well hydrated as they play both inside and outside.

Children are encouraged to keep themselves extremely safe and wear bright coloured clothing when out on trips so that they can be closely supervised. They are constantly reminded to be careful when playing outside and a wealth of fun activities, based around road safety and stranger danger, reminds children of safety issues. A detailed fire policy is displayed and children regularly practise the fire drill, which is recorded in detail. Furthermore, they clearly remind visitors of how the childminder blows the whistle and they all go outside. This gives them a very strong awareness of what to do in the event of an emergency.

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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met