

Inspection report for early years provision

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Inspection date	02/03/2012
Inspector	Shelley O'Brien
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 1990. She lives with her husband and grown up family in the Great Sankey area of Warrington. The whole of the ground floor, with exception of the family lounge is used for childminding purposes; this comprises of a play room, kitchen, conservatory and bathroom area. There is an enclosed garden for outdoor play at the rear of the premises.

The childminder is a member of Warrington Childminding Association and receives support from the local authority. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for six children aged under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. There are currently five children on roll, two of whom are within the early years age group and they attend for various sessions.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making excellent progress in their learning and development because the childminder knows the children very well. Children's learning is significantly enhanced by the large range of toys and resources available to them. She works closely with their parents and carers fostering secure relationships which build on children's skills and starting points. The childminder has developed good links with other early year's providers to support the children's learning and care. The childminder regularly evaluates and monitors the quality of her provision and is highly committed to continually improving the setting. This means the service is responsive to all its users and the outcomes for children are excellent.

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 the partnerships with schools to ensure continuity in the children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of safeguarding children and is clear about what to do should she be concerned about a child in her care. There is a robust policy in place, which includes the procedure to be followed should there be an allegation against the childminder or a member of her family. This means

the children are safeguarded well. The childminder ensures her home is maintained to the highest level of safety, which enables children to move freely around the provision comfortably. The childminder has an extensive range of policies which are fully implemented and reviewed annually with parents.

The environment is significantly enhanced to support the children's learning and development by regular conversations with their parents and through observations. An abundance of photographs and artwork are displayed around the home and the children have the opportunity to access a very well-resourced secure garden area that effectively supports outdoor learning. Children's independence is promoted extremely well as they have free access to a wealth of resources that are at their level to enable choice. The childminder is dedicated and committed to providing the best possible care for the children and she is keen to support others in doing the same. For example, she runs the local parent and toddler group where best practice and support is shared with other members and childminders that attend. Commitment to self-evaluation and continuous improvement is exceptional as she attends regular training courses to develop knowledge and to aid her in providing excellent care. The childminder has continued to develop her practice since the last inspection, for example, extending the range of trips on offer to include children's choices.

Equality and diversity is high on the agenda for the childminder and this runs throughout the provision. She has researched the cultural backgrounds of the children she cares for and is committed to celebrating a variety of festivals which include parent involvement. She has also worked with the parents to use some key words in the children's own language. The uniqueness of each child is valued and this enables them to follow their interests. Thorough assessments and observations take place to establish the children's starting points and activities are planned to progress the children in their development. This ensures that all children make excellent progress in their learning and development.

Excellent relationships are formed with all parents. They are provided with a wealth of information when they first start and this continues once the children are settled. Regular meetings are held with parents in order to discuss their child's learning and development and to also review documentation and policies. This ensures that the parents have a high level of involvement in their children's learning and also actively contribute to it. The childminder has built excellent relationships with other early years professionals and has developed positive relationships with the local school. However, the information exchange is not currently reciprocal, which the childminder has acknowledged needs further development.

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

The childminder has a superb understanding of the Early Years Foundation Stage and how children learn and develop. A wide range of resources enable children to achieve well and develop excellent skills whilst enjoying the environment. The

childminder engages with the children in a highly effective manner, for example she follows the children's lead in play and communicates with them throughout the activity. The six areas of learning are considered for each activity with the childminder enhancing learning through the play. For example, they talk about colours, numbers and shapes when crayoning and letters and sounds when opening a parcel that has been delivered.

Portfolios are very well kept for each child and clearly evidence the excellent progress they are making. Such detail also provides the children's families with an insight to their time in the childminders care. The children are offered an excellent range of learning opportunities that are planned for each week. For example, trips out to places of interest such as 'The Crocky Trail' and local parks. This means that the children's physical development and good health is actively contributed to and their social development is enhanced.

Children behave very well and are frequently praised for showing regard and manners within the setting; they are reminded of appropriate behaviour and inappropriate behaviour is discussed. Reward charts are introduced at an early age to acknowledge good behaviour. This means children make a positive contribution to the setting. Children have ample opportunity to engage in purposeful creative activities. For example, they participate in a cutting activity which supports creative development and problem solving, reasoning and numeracy. Independent learning is also embraced as the childminder encourages children to develop future skills. For example, the children cut fruit in preparation for snack time.

The childminder has superb systems to help children stay safe. For example, the children talk about how they have been learning about the green cross code and know they must look both ways to ensure there are no cars coming. Good health is also promoted extremely well as nutritious meals and snacks are provided by the childminder which children have input; for example, children are asked what they would like for snacks and healthy options are offered. In addition to this the children understand the importance of why they need to wash their hands prior to eating and following outdoor play. Children explain about germs and how they can make you poorly if you don't wash them away. Children are also actively encouraged to brush their teeth after each meal. This helps children gain a very good understanding of how to care for their bodies in order to keep themselves in good health. Children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard.

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	2
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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