

Inspection report for early years provision

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| Unique reference number | EY432534 |
| Inspection date | 09/03/2012 |
| Inspector | Karen Byfleet |
| 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 2011. She lives with her husband and two adult-children aged 19 and 18 years and two younger children aged seven years and 20 months. The family and their two pet cats live in the Hazel Grove area of Stockport. The whole of the ground floor is used for childminding. This includes the lounge, playroom and the kitchen/dining area. Children have access to a securely enclosed garden area for outside play. A toilet is available on the ground floor and there is a bathroom on the first floor which is also accessible to minded children.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for a maximum of four children under eight years at any one time. There are currently seven children on roll and of these, five are in the early years age range. The childminder is currently supporting children with additional needs and there are systems in place to support any children with English as an additional language.

The childminder holds relevant childcare qualifications and she receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder recognises and values the uniqueness of each child that attends her setting. Children are extremely happy and settled within the warm, welcoming and homely environment. The childminder has implemented highly effective procedures which she uses to monitor children's progress in their learning and development. Partnerships with parents and other providers are very well established to ensure children's welfare needs are consistently met and all relevant information is shared regularly. All the required documentation is in place which ensures children are very well safeguarded. The childminder constantly evaluates her provision to ensure improvements are well monitored and maintained in order to help her develop her already excellent provision further.

What steps need to be taken to improve provision further?

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

- obtaining written permission from parents for children to take part in outings.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. The childminder has devised and implemented a detailed and comprehensive safeguarding policy and procedure. She shares this with all parents to ensure they are informed of her roles and responsibilities around safeguarding. Detailed and effective risk assessments are fully in place for the premises, toys and equipment and for all outings undertaken with the children. Although, written permissions for taking children on outings has not been obtained from parents. As the risk assessments are detailed and the childminder does inform parents of all visits, the impact on the children's safety is minimal. Children's safety is extremely well promoted both within and outside of the home. The childminder implements a detailed emergency evacuation plan which is practised with the children. When out walking the childminder talks to the children about road safety; helping to raise their awareness of safety. The premises are secure at all times, with the main door being kept locked whilst children are present.

The environment is effectively organised and fully enables children to freely choose from the extensive range of age-appropriate toys and resources. Children's art work is attractively displayed in the childminder's home and toys and games are regularly changed. In doing this the childminder takes account of what the children request as she uses a phrase 'let's decide what toys are going on holiday and which toys we can have out instead'. All children are included in the decisions. Older children are encouraged to write down their choices and by asking the younger children, the childminder reads their responses. For example, when she asks a very young child if he would like the trains, he claps in excitement so she knows he will enjoy these. This ensures equal and fully inclusive practice as all children are included. This helps to raise their self-esteem and gives them a sense of belonging. The childminder effectively plans a wealth of stimulating and enjoyable activities for the children, which enables her to observe and monitor the excellent progress that they are making in their learning and development.

The childminder has completed a highly effective self-evaluation of her provision and she has identified further improvements she wishes to concentrate on to ensure continuous improvement to her excellent provision. The childminder ensures parents and children are involved in the evaluation process as she conducts regular parental questionnaires, to gather their views and opinions. She encourages children to talk about what they enjoy or what they would like to do. Engagement with parents is excellent. The childminder ensures all parents have access to her written policies and procedures. Information is exchanged verbally on a daily basis and daily diary sheets provide parents with information on issues such as nappy changes, sleep times and what foods children have eaten. Development records are made accessible for parents at all times and the childminder has implemented 'parents' evenings'. This enables parents that may not always have time at the end of the day to discuss their child's development in more detail. All parents are offered settling-in visits for their children. 'All about me' books are completed, giving the childminder essential information about the individual children, such as their likes, dislikes, and their starting points. Such

information enables her to move their learning on highly effectively. Partnerships with other providers are also extremely effective. Information is shared to ensure consistency and coherence in children's welfare and learning. The childminder liaises effectively with staff at the local nursery and reception class where children attend as she looks at what topics they are covering and incorporates these into her own planning. For example, children are looking at healthy eating at school and the childminder has ensured she is fully promoting this through the food she provides for the children. She has also displayed pictures of healthy foods and photographs of the children eating a healthy breakfast.

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

Children are extremely happy and settled within the childminder's home and they are making excellent progress in their learning and development. The childminder fully interacts with the children in their freely chosen play and she is warm and caring towards them. The childminder has excellent knowledge and understanding of the Early Years Foundation Stage and the six areas of learning. Children's interests and the next steps in their learning are clearly identified. Observations inform the childminder's effective planning process to ensure that the activities she provides are fully effective in helping children to make excellent progress in their learning and development. She regularly undertakes observations of the children during their play and links these very well to the areas of learning.

Children enjoy regular outings and visits to places within the local community. For example, they make regular visits to the local parks and local playgroups. These types of outings provide many opportunities for children to socialise with other children. They see and learn about their local environment and explore the natural world in the local park. The children participate in a wealth of outdoor activities, such as accessing climbing and balancing equipment, ball games and growing their own tomatoes from seed, which they intend to plant outside when the plants are ready.

Children have continuous access to an extensive range of activities and toys which encourage and develop skills in all areas. For example, they explore various mediums through messy play activities, they take part in role play, sorting and matching activities, imaginative play and access toys which promote their physical development. The childminder adapts all activities to ensure all children are able to participate, ensuring all children have equal access and that the provision is fully inclusive. Free-flow play between the indoors and outdoors is actively promoted. Children's knowledge and understanding of the wider world is developing extremely well and they have access to a wide variety of books and resources which display positive images of disability and inform them of different celebrations, race and cultures from around the world.

Children's health and welfare are promoted extremely well. They are provided with healthy balanced foods, such as fresh fruits, meat, yoghurts and vegetables for snacks and meals. Drinks are regularly available to all children throughout the day. Children follow excellent hygiene procedures as they use the bathroom

independently. They wash their hands before eating and after using the toilet and are provided with individual hand towels; helping to eliminate the risk of cross infection. The childminder promotes effective hygiene procedures well through excellent role modelling and has displayed pictorial reminders for children. This helps children to understand the importance of adopting a healthy lifestyle.

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

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| 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

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| 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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| 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

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| 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

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| 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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