

## Inspection report for early years provision

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<b>Unique reference number</b>	310728
<b>Inspection date</b>	12/03/2012
<b>Inspector</b>	Andrea McGanity

<b>Type of setting</b>	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 1996. She lives in the Ainsdale area of Southport, with her husband and adult son. The whole of the ground floor is used for childminding apart from the living room. There is a secure and fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years, of whom no more than three may be in the early years age range. There are currently 12 children on roll, of these, six children are within the early years age group. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association. She is supported by her local authority. The childminder walks to the local school to take and collect the children or takes them to places of interest.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The childminder promotes children's welfare exceptionally well in a nurturing and homely environment. A comprehensively planned programme of activities and continuous assessment ensure children make excellent progress in their learning. The highly positive partnerships with parents and outstanding partnerships with other childcare professionals support the excellent progress that children make. The childminder effectively evaluates all areas of her practice, enabling her to build a comprehensive overview of ongoing 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:

- strengthening the opportunities for the involvement of parents in their child's learning.

## **The effectiveness of leadership and management of the early years provision**

Children are extremely settled and secure in the childminder's safe and child-orientated setting. The children are very well protected because the childminder has a detailed knowledge of her well-written policies and procedures, including an excellent understanding of safeguarding issues. Her excellent organisation,

comprehensive risk assessments and daily checks ensure that children's safety is promoted at all times. This means the children are free to move safely around the house.

The childminder demonstrates excellent understanding of providing an inclusive environment, which effectively supports children's development. The childminder has extensive knowledge of children's individual needs through her discussions with parents and detailed observations. Consequently, children thrive as they learn to value and enjoy each other's home backgrounds. There are exciting opportunities for children to learn about diversity, for instance, through celebrating festivals and involvement in community activities. In addition to the toys and activities available in the childminder's home, children also regularly visit a number of local groups and places of interest, which offer a greater range of experiences to complement their learning and development.

Self-evaluation makes a major contribution towards the effective leadership demonstrated by the childminder. She is dedicated to meeting and sustaining targets for improvement. The childminder seeks feedback from the local authority and attends regular training courses, which help her continuously improve her practice. The childminder has high expectations of herself and of the children in her care. This results in outstanding outcomes in children's achievement and well-being.

Children benefit from the excellent relationships between the childminder and their parents. They work in close partnership and share important information about the children's starting points and progress. Children's development files are always available for parents to share, and the childminder actively encourages this. However, these opportunities are not always used to their full potential. Therefore, the childminder is developing innovative ways of involving parents more. Partnerships with other providers consistently promote learning and the well-being of children attending. There are well-established channels of communication between all partners involved in children's care, which promotes their learning, development and welfare significantly.

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

Children thrive and make excellent progress because the childminder has a comprehensive understanding of the Early Years Foundation Stage and provides a highly stimulating environment. Her practical assessment procedures ensure that she knows the children exceptionally well. The childminder actively uses this knowledge to inform her detailed daily, weekly and monthly plans. This ensures that she can fully promote children's development and offer a rich variety of experiences. Children play an active part in this lively setting. They are encouraged to express their views, which are genuinely valued. For example, they state their preferences with regard to activities and resources.

Children's strong sense of belonging and security is evident in their relaxed interactions with the childminder. They demonstrate an excellent awareness of the

routines and boundaries in place by listening very well to the advice and guidance on offer. As a result, children behave extremely well. The childminder takes great care to help children gain independence and learn how to keep themselves safe; for example, children take part in regular fire drills and learn to cross the roads safely. The childminder encourages children to gain an understanding of people with differences; for example, she provides a wealth of resources that reflect positive images of diversity including dolls, figures and books.

The childminder and children sit together and share books. The childminder encourages the children to join in with the story by shouting, 'It's the bear.' There is a strong sense of togetherness as they pursue this activity. Children have many opportunities to be creative during the day. All around the setting are photographs of the children experiencing rich and varied creative activities. Children independently selected the building bricks and built together, and one child made a zoo. The childminder skilfully engaged with their play and encouraged them to extend their thinking by asking them questions about the different types of animals they might find in a zoo. Children's creativity is nurtured. They successfully share imaginative role play by using the work bench, and use the pretend drill and put the work goggles on. They happily sing along to rhymes being played on the compact disc player or draw pictures of themselves with the pencils.

Children benefit from following very good personal hygiene routines, such as washing their hands before meals and after using the toilet. Each child has their own flannel to dry their hands on to prevent the spread of infection. They are confident in the routines of the day and show excellent understanding of the value of eating fresh fruit at snack time. There are vast opportunities to engage in physical activities both indoors and out, which means children exercise successfully on a daily basis. Young children's individual health, physical and dietary needs are met to an exceptional standard, which results in children who are extremely content and settled.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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