

Inspection report for early years provision

Unique reference number	306643
Inspection date	02/09/2009
Inspector	Sheila Iwaskow

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 has been registered since 1995. She lives with her husband in Stockport. The house is close to local schools, parks and shops. The family have two cats. The whole of the ground floor is used for childminding purposes; this comprises of the playroom, dining area, kitchen and hallway. Minded children also have access to the bathroom and a bedroom on the first floor. A fully enclosed garden at the front and rear of the property is available for outdoor play.

The childminder is registered to care for a maximum of six children at any one time. There are currently nine children on roll; of these six are on the Early Years Register. The setting is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register to allow the childminder to care for older children. The youngest child is aged 11 months and the oldest is 12 years old. Children attend for a variety of placements. Overnight care is included in this registration. The childminder supports children who have English as an additional language and those with learning difficulties and disabilities. There are two assistants, one of whom is her husband and a qualified secondary school teacher, who work with the children.

Children are taken to local carer and toddler groups, to the library, to the childminder drop-in sessions and taken to and collected from the local primary School. The childminder is a member of the National Childminding Association and the Chairperson of the Borough of Stockport Childminder's Association. She has completed the National Childminding Association Quality First award and has received a M.B.E. in recognition for her service to children and families.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Inclusion is exceptionally well promoted and high priority is put on valuing the uniqueness of each child. Children relish the time that they spend in the childminder's care and make excellent progress in their learning and development. Activities provided are exciting, age related and support children in developing skills for the future. The childminder demonstrates a huge capacity for continuous improvement and self-evaluation is rigorous. The childminder and her assistants have a highly successful partnership with parents and others by valuing the importance of working together to promote excellent quality education and care.

What steps need to be taken to improve provision further?

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

- ensure that numbers are displayed in the environment to develop further children's mathematical awareness.

The effectiveness of leadership and management of the early years provision

Considerable importance is paid to ensuring that the welfare of children is fully safeguarded. Both the childminder and her assistant have an excellent knowledge of the signs and symptoms of abuse and procedures to follow should they be concerned about a child's welfare. All adults currently working with the children are suitable and Ofsted are informed of significant events in a timely manner. The environment, both indoors and outside, are subject to rigorous risk assessments to ensure that risks to children are minimised. Close circuit television is in place and official identification documents are thoroughly checked before any person now known at the setting is allowed to enter. A record of visitors to the setting is maintained and all other aspects of documentation relating to the welfare of the children are in place, of a very high standard and stored to respect confidentiality.

The childminder and her assistant work exceptionally well as a team to promote an excellent and inclusive service to both children, parents and carers. Highly effective procedures are in place to monitor and evaluate the provision, which takes into consideration the views of parents, children and outside agencies. Future plans for the service and additional training are extremely well targeted to further promote positive outcomes for children. For example, artificial grass is being laid in the outdoor play area and patio doors installed in the play room to provide children with free flow access from the house to the back garden.

Parents and carers have the highest regard for the care afforded to their children. Children themselves openly tell the inspector that they enjoy their time with the childminder. Parents are provided with high quality information, including a wide range of comprehensive policies and procedures, which are exceptional in their detail. To meet the needs of parents who do not speak English policies and procedures are translated into their home language. The childminder communicates effectively with parents in a number of ways including daily written feedback, detailed weekly reports of children's educational progress, emails and text messages. Furthermore, a website is available online containing a wealth of information about the setting. Particularly noteworthy is the childminder's commitment to working with other providers of the EYFS and outside agencies, which is exemplary.

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

Curriculum planning, assessments and interactions with children demonstrate that the childminder has an expert knowledge of the learning and development requirements of the EYFS. Routines include a balance of adult directed and child-led activities. Assessments and tracking systems are rigorous and clearly demonstrate the progress that children are making towards the early learning goals, given their starting points. The childminder has an excellent understanding of children's likes, dislikes and capabilities. Both the childminder and her assistant

skilfully question children to encourage them to become independent thinkers. As a result, children are constantly challenged throughout the day to extend their knowledge and learning. From an early age, the children are encouraged to develop their self-help skills and make decisions and the lay out of the environment successfully promotes this. For example, resources are easily accessible and pegs are positioned at child height to allow children to hang up their own coats and bags. All activities are adapted to allow children to participate.

Children's differences are recognised and valued. For example, children learn key words in other languages and to sign, helping them to communicate with children who have an insecure knowledge of English or hearing impairments. Children celebrate a wide variety of cultural festivals and taste food from countries around the world, allowing them to appreciate the diversity of the world in which they live. Furthermore, children take part in events to raise money for charities which provide aid to less fortunate children. An extensive range of different languages are displayed in the environment, together posters and examples of children's art work. However, less emphasis is given to displaying numbers to help promote children's mathematical awareness. Children are not stereo-typed and the childminder clearly understands that the learning styles of girls and boys may differ.

Children share wonderful relationships with the childminder and are exceptionally well behaved. They clearly respect one another and from an early age learn the importance of sharing, taking turns and playing cooperatively. Communication and language skills are developing very well from the very young children who can speak a few words to the older children who confidently express their wishes and desires to the childminder and her assistant. All children enjoy listening to their favourite stories and weekly visits to the library help to develop their love of books. Mathematical concepts are exceptionally well promoted throughout the day. For example, the children are encouraged to count chairs as they set the table at snack time. Staff also galvanise the children to name the colour of the bowls and identify the numbers on the childminder's watch as they play. Planned activities, such as baking and exploring the properties of sand, help develop children's awareness of shape, measure and capacity.

Superb attention is given to developing children's knowledge and understanding of the world. Children are taught to recycle paper, turn off taps and switch off lights to conserve energy and save the planet. They enjoy many interesting outings in the immediate and surrounding area. Heuristic play is very well promoted and children thoroughly enjoy designing models, singing and dancing. Children have many opportunities to engage in meaningful role play and a varied range of creative opportunities, using a variety of media, are available to allow children to develop their artistic talents.

Children benefit from being cared for in a home which is spotlessly clean, warm and well maintained. Individual routines are recognised and respected. Stringent hygiene routines are followed to ensure children's good health. For example, children clean their teeth after meals and have individual towels for hand drying. Anti bacterial gel is available outdoors to allow children to clean their hands before coming inside. The childminder clearly recognises the importance of outdoor play.

Children play outside in all weathers, and are provided with an all weather shower proof suit to protect them from the elements. The outdoor play area is well designed and resourced to support many areas of children's learning. Children enjoy nutritious meals, which are home made using fresh ingredients; indeed much of the produce used has been grown by the children in the back garden. Menus are devised in consultation with children and parents to take account of likes, dislikes and dietary needs. Drinking water is freely available from the water dispenser to ensure that children remain hydrated throughout the day. Close attention is paid to raising children's awareness of personal safety. Through stories and activities children are learning to take responsibility for their own actions. They practise fire evacuations procedures monthly and are made aware of the potential dangers of the road. When the children are out walking they wear 'hi-visibility' jackets so that children are easily recognisable to the childminder. Children are encouraged to tidy up after activities understanding that it prevents accidents.

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

How effectively is the Early Years Foundation Stage led and managed?	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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