

## Inspection report for early years provision

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<b>Unique reference number</b>	EY364062
<b>Inspection date</b>	08/03/2011
<b>Inspector</b>	Judith Kerr

<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.

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## **Description of the childminding**

The childminder was registered in 2007. She lives with her husband, adult daughter and two children aged 14 and eight years in the Sandymoor area of Halton. The whole of the ground floor of the childminder's house is used for childminding purposes. There is an enclosed garden for outside play. The family has a terrapin, a hamster, two rabbits and some goldfish.

The childminder is registered to care for a maximum of five children at any one time and is currently caring for seven children in the early years age range. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and has a recognised early years qualification.

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

Overall the quality of the provision is outstanding.

The childminder uses her superior knowledge of the Early Years Foundation Stage framework in a highly effective way to provide an inclusive environment where children thrive. Her strong focus on planning to meet the needs of the individual ensures children make excellent progress in learning and development relative to their starting points. Robust safeguarding procedures are in place to protect children from harm and abuse. Excellent relationships with parents and others ensure information is shared exceedingly well to ensure seamless transitions between the different settings children attend. The childminder's first class evaluation of her practice identifies areas for improvement which will further enhance outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- enhance the travelling suitcase by introducing music associated with the country.

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

Children are exceedingly well protected by the childminder's high level of awareness of issues that may raise concerns regarding possible abuse or neglect. She has a considerable understanding of Local Safeguarding Children Board procedures. The childminder's written safeguarding policy and associated procedures are shared with parents to ensure they are fully aware of her child

protection responsibilities. For instance, they know that the childminder will discuss any bumps or bruises that children may have on their arrival at her home, and that these will be recorded. All adults living in the household have been vetted by Ofsted to ensure the welfare of children is meticulously safeguarded. The required documentation in relation to children's welfare is in place, up-to-date and securely retained. The childminder has excellent systems in place to support children's safety. For example, first class risk assessments for the home and all outings undertaken with children are regularly reviewed and updated. These take account of changing circumstances, such as, an injury sustained by the childminder. Health and safety procedures are regularly evaluated. For instance, the childminder regularly practises her emergency evacuation procedures with children.

The childminder demonstrates high levels of commitment to upholding her outstanding practice. She seeks to constantly develop her knowledge and skills by her attending a wealth of training courses, such as, inclusion and principles of risk assessment. She incorporates the views of children and parents in evaluating all areas of her practice to enable her to continually improve her already exemplary provision. For example, children complete simple feedback forms and parents views are continually sought. Areas for development include further extending the travelling suitcase by introducing music associated with the country.

Highly effective links are established with parents to support children's individual learning styles and ensure their needs are continuously met. These ensure parents are completely aware of the childminder's day-to-day practices and events within their child's unique day. They also fully promote the involvement of parents in all stages of their child's ongoing learning. Parents receive copies of all the photographs taken of children and written comments demonstrate they value the highly stimulating environment in which the children spend their days. The childminder makes excellent links with other settings the children attend where the Early Years Foundation Stage is provided in order to ensure there is consistency in supporting their learning and development.

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

Children make excellent progress in their learning and development in relation to their individual starting points. The childminder's exemplary knowledge of the Early Years Foundation Stage ensures children can benefit from a wealth of activities which support all areas of their learning. She recognises differences, such as, being aware of the ways in which boys and girls generally prefer to learn through play. The childminder has developed outstanding systems to use her observations to plan for children's individual learning. Each child's learning journey is a vibrant reflection of their achievements which is tracked each month against the framework to match their progress towards the early learning goals.

Simple, fun activities develop children's awareness of sounds and letters, supporting their developing communication skills. For example, children find their name on arrival and post it in the letter box before going on to find it once again on their coat hanger. Children sing number songs, such as, 'Five little ducks' and

look for the correct numbers on the scales when they are weighing ingredients for baking. Creative talents are developed as they roll the pastry for the pie they are making and collage with funky foam, paper plates, glitter, pasta and rice. Children's knowledge of the local community is enhanced by their trips to feed the ducks and the horses when they take bread and carrots. They learn about the wider world through outings to the zoo, seaside and museums. The introduction of the travelling suitcase is inspiring as it innovatively encourages children's understanding of different foods, flags, languages and customs in various countries.

Children learn about health and hygiene because the childminder is very skilled in promoting this most effectively through daily routines. For example, children relish helping the childminder to prepare their lunch and know they must wash their hands before touching food. Stringent procedures are followed for the safe administration of medication and treatment of minor injuries. Plenty of fresh air and exercise each day promotes optimal challenges for children to energetically participate in a wide range of activities which develop their physical skills. For example, children particularly enjoy dance activities at a local movement group. The childminder actively contributes to children's understanding of how to keep themselves safe by planning a road safety week and inviting the community police to talk to the children. As a result of the exceptional care offered by the childminder, they learn independence skills which will support and promote their learning in the future.

## 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