

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY345875
<b>Inspection date</b>	30/03/2011
<b>Inspector</b>	Jane O'Callaghan

<b>Type of setting</b>	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 assesses 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 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto: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.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 2007. She lives with her husband and two children aged five years old and 6 months old on the outskirts of Preston . The whole of the ground floor, upstairs bathroom, front and side garden are used for childminding purposes. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time. The childminder currently has four children on roll and of these three are in the early years age range and one child in the compulsory childcare group.

The childminder collects and takes children to local schools and visits parks and places of interest. She has three dogs, a cat, and two guinea pigs as family pets.

The childminder has a level three qualification in childcare and is a member of the National Childminding Association.

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

Overall the quality of the provision is outstanding.

The childminder is highly motivated and promotes the children's welfare and learning very effectively through her excellent knowledge of the Early Years Foundation Stage. The children are thriving as the childminder has a secure understanding of their individual needs and an ability to promote their learning in an enjoyable way through child-initiated play and stimulating activities in an inclusive environment. The children's health, safety and well-being are given the highest priority, underpinned by policies, procedures and accurate record keeping. Partnership with parents is a key strength as they are kept well informed about their children's achievements. The childminder maintains her high standards through consistently reviewing and reflecting on her practice, which is in the best interests of the 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:

- developing opportunities for parents to contribute in children's learning journeys

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

The childminder has an excellent understanding of how to protect children, and recognises that this is her first priority. She is vigilant, aware of the signs and

symptoms of possible abuse and knows the appropriate procedures to follow should she have concerns about a child in her care. High priority is given to ensuring that children remain safe in the childminder's home. An effective range of safety devices, such as safety gates, socket covers and smoke alarms are fitted throughout her home. The childminder undertakes rigorous risk assessments to ensure hazards are minimised in the home, outside and for all outings undertaken. These are done daily, recorded and also dated along with when they will be reviewed. She also has a record of visitors to her home and checks all personal identification. The children feel totally at ease in the suitably-maintained, safe and secure surroundings and move around with great confidence. There are well-organised comprehensive policies and procedures in place that fully support the childminder in giving the utmost priority to protect all children, promoting their well-being and supporting them to develop to their full potential.

Equality and inclusion is at the heart of all that the childminder does with the children. She is highly effective in ensuring that all children are included. The childminder ensures that they learn about the wider world through an extensive range of resources and the celebrating of a variety of festivals. Each child's individual needs are recognised and catered for exceptionally well as the childminder has developed a highly-effective partnership with parents to meet any individual requirements. The parents receive regular questionnaires and are aware of their own children's learning journeys, although opportunities are not always available for them to contribute to them. Parents are provided with very good quality information about the care provided. They receive a set of in-depth policies and these are also displayed along with training certificates in the hall. The childminder records the child's day on a daily sheet. When children first start parents are asked to complete a thorough starting point form and a child's individual needs chart. Ensuring that the childminder has extensive detail about each individual child in her care. The childminder has no children at present who attend other settings, but she has a well-written policy and procedure to support this ready for when children start to go to other Early Years Foundation Stage providers.

The childminder implements an in-depth, effective self-evaluation process. As a result, rigorous and extensive monitoring enables her to devise exceptionally well-targeted plans. The childminder is totally committed to developing her practice on a continual basis to improve future outcomes for children. She has effectively implemented the Early Years Foundation Stage into her setting and has attended a wide range of training, where the knowledge gained has been implemented into her practice. She has also completed a level three childcare qualification.

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

The childminder offers excellent high-quality care and education to children. They flourish in their learning through excellent communication skills from the childminder. She talks to them at their level and gives clear explanations to the children as they play with the vast selection of resources that they access

independently. All toys are stored in boxes which are clearly labelled with both pictures and words on them, to ensure that children learn that print carries meaning. Children are extremely keen to take up the offer of playing outside. They put on their shoes independently and hurry out into the very well-resourced garden. The childminder shows the children the cress, lettuce and cucumber seeds that they have planted and explain to them how they are growing. Children then insist that they water them and reach for the watering can and pour it on the seeds. Younger children play in the tray that is full of soil, pretending to be the garden centre. They pick up the small spades and trowels and dig in the soil. More able children show their ability to climb up and down the slide and tell the childminder how it is a small slide. The childminder responds with lots of praise as they go up and down the slide competently, counting as they go. Children climb in the sit-in cars and push themselves around, managing to go forwards and backwards. They reach for the books that are outside under the waterproof cover and sit and read their favourite one about the ladybird. Children get lots of opportunities to access the garden freely and also to go out into the local community to parks, walks to school and other child-orientated groups. This enables children's physical and social skills to develop. Children come into the home and choose to play with the dough on the small table, where they pick the colour pink and roll it out with the rolling pin and push it through utensils making long strings and saying, 'This looks like spaghetti'. Children like to lie under the babies play gym and explore the different noises that the hanging toys make; they then place the soft play animals under it. They get lots of opportunities to develop their creative skills through being given time to paint, stick, crayon and chalk both indoors and outdoors. Their art work is proudly displayed throughout the home, making it a very bright and cheerful environment.

The childminder records very in-depth observations in children's learning journeys, which are supported with lots of photographs and art work and all linked to the areas of learning. Clear evidence of children's stage of development, next steps and their starting points are also recorded in detail. The childminder's planning is very flexible in order to meet all the children's different needs, interests and stages of development.

The excellent provision of healthy and nutritious meals and snacks, planned effectively in the weekly menu, accessible drinks and extensive opportunities for fresh air and exercise fully promotes children's all-round good health. The children learn additionally about a healthy lifestyle by being encouraged to wash their hands using wet wipes and clear explanations as to why and how we wash them. Children also have access to the upstairs bathroom, where they have their own individual colour coded towels, to help to prevent cross-infection. Children at snack time are able to choose from a wide variety of fruit and are encouraged by the childminder to try new fruits, such as pineapple. Their safety is of high priority. For example, the childminder encourages children to participate in the practising of fire drills. They learn how to cross the road safely. For example, on the way to school, the childminder shows children the button to press at the pelican crossing and always to use the lollipop person. She talks to children about not talking to strangers and has books to support both this and road safety, in order to reinforce their understanding. The children's behaviour is very good. The childminder sets clear boundaries. Children share the resources and the time of the childminder, responding well to gentle reminders of how to be polite and say thank you and

please. The childminder is a good role model, consistently praising and encouraging the children, building on their self-esteem.

## 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

The quality of the provision in the Early Years Foundation Stage	1
--	---

### 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

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](http://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