

Inspection report for early years provision

Unique reference number	401420
Inspection date	29/06/2009
Inspector	Christine Snowdon
Type of setting	Childminder

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.

Description of the childminding

The childminder has been registered since 1996. She lives with her husband in a semi-detached property in a residential area, on the outskirts of Harrogate. There are schools, parks, shops and amenities within walking distance. The whole of the ground floor area is used for childminding purposes. There is a fully enclosed area for outside play. The family have two dogs and some crickets.

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 six children under eight years and offers care for children up to 11 years. She currently cares for five children in the early years age group and three older children, who all attend on a part-time basis. When working with an assistant, together they may care for a total of 11 children under eight years. A school collection service is offered from the local school and pre-school.

The childminder is a member of The National Childminding Association and has completed her CACHE level 3 in Childminding Practice.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children are cared for in an exceptionally well-organised and child-orientated home where their safety and welfare are given the utmost priority. Excellent knowledge of each child's individual needs, gained from highly effective partnership working, ensures that the childminder promotes their development and learning with immense success overall and recognises and values their uniqueness. An extensive range of documentation is in place and effective systems record children's progress and development. Thorough systems are already in place to evaluate her own practice and this demonstrates her unquestionable commitment to the continual improvement of 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:

- continue to develop the children's awareness to written labels and signs in the outdoor area.

The leadership and management of the early years provision

The childminder received an outstanding judgement at her last inspection and has without question, strived to embrace the Early Years Foundation Stage in all aspects of her practice. She fully engages in reflective practice, using information and observations gathered to regularly evaluate her provision and the outcomes

for children. This includes actively seeking the views of parents and children as well as completing her own 'Being reflective' document. As a result, she has extended the resources for older children and identified areas for future development. Her highly proactive approach to her own training, along with sharing good practice and information with other local childminders, ensures she continually keeps herself up to date with changes in legislation.

Extremely well-organised and effective systems, policies and procedures underpin this exemplary provision and ensures children are safeguarded, included and their welfare fully promoted. These are shared with parents and implemented in practice. Children are further safeguarded as a result of the childminder's up to date knowledge of child protection procedures. She ensures everyone working or living on the premises are safe and suitably vetted. The childminder is extremely safety conscious and there are stringent safety aspects in place. For example, white strips on the step edges highlight the possible hazard. Risk assessments are in place and cover the premises and all visits and outings.

Excellent partnerships with the parents and other early years settings are in place. Parent questionnaires, along with the numerous letters and cards, highly praise the childminder and express their absolute satisfaction in the progress and care their children receive. They state she has a very professional attitude to childcare, is conscientious and a credit to her profession. The childminder gathers detailed information from parents to establish new children's starting points and uses this extremely well to plan for each child's learning and development. Children's individual learning journals give a detailed and true account of their progress and achievements, recorded through lovely photographs and written observations. These development records are effectively shared with parents who actively contribute to them as well.

The quality and standards of the early years provision

The childminder is well qualified and experienced in childcare. She is highly motivated, enthusiastic and passionate about providing the children with maximum learning experiences that are fun and enjoyable. This is reflected in her inspiring and welcoming provision which is effectively organised, highly accessible and inviting for all age groups. For example, the dedicated playroom has an extensive range of good quality toys and activities that are stored in see-through boxes on purpose built storage systems. All boxes are clearly labelled and these, along with the many posters and written information effectively promotes children's early reading skills, in addition to encouraging independence through free choice and self-selection. Through discussion the childminder explains how she intends to extend the labelling even further into the outdoor area. Children of all ages are developing a keen interest in books and stories. They sit with the childminder and take it in turns to find the various items in the book. For example, she asks the toddlers to find the hat and points to her head to help them understand. They successfully point it out and smile at the praise and encouragement they receive. Older children develop their phonic understanding as the childminder sounds out the phonic sound as well as the letter for each item. They write, draw and make marks through many activities both indoors and outside. Children have a good

understanding of number and they count and use mathematical language very well in their chosen activity. They concentrate well and skilfully assemble the magnetic construction pieces together. They say they are making a hedgehog and that it has three spikes. Children's independence skills are effectively encouraged by the childminder and they make excellent progress. For example, they have learnt to take off their own shoes and coats and demonstrate their utmost pleasure at their own achievements.

An exciting range of opportunities are provided for children to learn about nature and living creatures. For example, the wonderfully planned mini beast topic when children looked for insects in the garden. This built on their keen interest in spiders and continued when they made spider web iced buns. Children excitedly tell the inspector all about bees and how they make 'special honey', they show the photograph of the swarm of bees and the other lovely activities relating to the topic. In the outdoor garden they help to plant seeds, water and care for them. They grow courgettes, lettuces and potatoes and benefit highly from these healthy and nutritious fresh vegetables as part of their diet, at the same time promoting an excellent awareness of the importance of the five a day regime.

Warm and trusting relationships between the childminder and children are evident. Her consistent and positive interactions ensure children feel secure and confident. As a result, children have high self-esteem and their behaviour is exemplary. Children's good health and well-being is highly promoted through the nutritious snacks and meals which are all prepared and cooked on the premises. Mealtimes are very happy and sociable occasions when children eagerly share information and chat excitedly to one another and the childminder. All children feel fully included because the childminder ensures the highchair is pulled up to the table with everyone else. Children help with food preparation and often make their own sandwiches. They chop up the banana and say they have cut it into four pieces. Children love to play and be active outdoors where they spend a lot of their time, benefiting from the fresh air and healthy exercise as they pedal and steer wheeled toys, dig the soil or play games, such as 'what time is it Mr Wolf'.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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