

Inspection report for early years provision

Unique reference number	EY264700
Inspection date	23/11/2009
Inspector	Shazaad Arshad
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 0300 123 1231, 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: 0300 123 1231
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 was registered in 2003. She lives with her husband and two children aged eight and 10, in Brighouse, West Yorkshire. Children have access to the kitchen, playroom, dining room and a first floor bathroom.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. The childminder cares for children aged up to eight years. The childminder visits the local toddler and social groups.

The childminder is a member of the National Childminding Association. She is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent understanding of the Early Years Foundation Stage and an exceptional commitment to delivering the highest standards. Consequently, children are progressing extremely well in all areas of their learning and development. The planning systems incorporate the individual needs of all the children and there are ample resources available that support and extend children's play. Children are very happy, confident and settled within the warm, welcoming and homely setting. Partnership with parents is outstanding and a key strength of the provision as the childminder works very effectively with parents to meet children's individual needs. The setting promotes inclusive practice throughout and the childminder shows a very positive attitude to continual improvement through training attended. The childminder is an experienced, committed and dedicated practitioner who has made a good start to the self-evaluation process to continually reflect on her practice and professional development to improve the 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 encourage parents' involvement in their children's learning and establish links with other settings to ensure progression and continuity of learning and care.

The effectiveness of leadership and management of the early years provision

The childminder is an experienced and highly motivated practitioner. She has a sound knowledge and understanding of safeguarding issues to protect children and keep them safe from harm. Written risk assessments and visual safety checks minimise potential hazards, enabling children to move around and explore safely and securely. Children learn how to stay safe in a range of situations. The childminder talks to children to raise their awareness, for example, when playing outside or when out walking. Children enjoy inclusive play and learning experiences which meet individual interests. The childminder creates an enabling environment. Children can access a designated playroom where they can easily access the wide variety of toys and play materials. Younger children can use a picture method to choose from the vast selection of resources and activities available to them. Children develop positive relationships with the childminder and family members. They enjoy a sense of belonging and develop a close bond with the childminder and her family.

The childminder has a very positive attitude to reflective practice and uses self-evaluation very effectively to identify strengths and areas for further development within her provision. She works closely with the local authority to ensure that she can critically evaluate her service in order to deliver the highest standards of care. The childminder uses parent questionnaires to involve parents in her evaluation processes. The self-evaluation form clearly highlights how she meets children's needs, ensures their safety and enables them to develop to their full potential. The childminder is continuously looking at ways to develop her setting further and attends courses to increase her understanding in different areas relating to childminding. For example, she has completed observation and planning courses relating to the Early Years Foundation Stage, safeguarding and inclusive practice. In addition she has completed the National Vocational Qualification level two in home based childcare and has started the application process for quality assurance status with the local authority.

The childminder is committed and dedicated to further develop her childminding service and to driving improvement. She regularly attends workshops and undertakes further training opportunities and follows any guidance contributed by her early years advisor. Children benefit from the undivided attention and one-to-one support provided by the childminder. They thrive in her company. The playroom is organised exceptionally well for continuous play provision. Children enjoy an excellent balance and variety of stimulating indoor and outdoor activities, including numerous adventures outdoors on outings where they enjoy plenty of fresh air.

The childminder has established positive relationships with parents. She works closely with them and is sympathetic to their issues of concern. Parents and carers praise the childminder and highly recommend the service she provides for them and their children. The childminder obtains information from parents about children's individual needs and routines to ensure consistency of arrangements. Children's developmental starting points are discussed and used for initial

assessment for further planning. Observation and assessments are made which influence further planned activities and build on children's interests so the next steps in development are clearly marked. Parents and carers are fully informed of their child's day and individual records are shared with parents on a regular basis. The records include comments added by parents about what children do at home or what they would like their child to achieve next. Some children also attend local nurseries and schools in the locality. However, although formal links have been established, they are not fully in place to consistently ensure progression and continuity of all learning and care.

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

Children thoroughly enjoy a wide range and variety of interesting and stimulating activities across all six areas of learning. They thrive in the childminder's company and benefit from the individual one-to-one support they receive. Children are developing exceptionally well. They make excellent progress from their starting points. The childminder sits with the children, talks to them, asks them questions and participates in their play activities. She has an excellent rapport with them and gets to know them well as unique individuals. Records are collated showing children's progress. These include photographs of them taking part in different activities. Individualised topic sheets are an excellent resource used by the childminder to help children learn about difference and diversity. They enable children to recall past experiences, look at similarities and differences of the world around them and also relate to their background and community. She ensures activities flow with the children's interests so that they remain engaged in the learning experience and are motivated to continue. They behave well as they engage in the wide choice of activities on offer and respond quickly to the childminder's calm and positive behaviour management techniques.

Children are very happy and extremely confident and self-assured. They help themselves to the toys available and confidently play on the floor. The childminder knows the children well and has a very good understanding of child development and how children learn best. She explains each child's unique attributes and qualities and observes them as they play, noting down any new skills they attain. Children feel safe and secure in the setting because routines are consistent and familiar to them. The childminder is always available to the children, supporting and guiding them in all activities. She helps extend their learning by asking questions and positively praising their efforts. These positive relationships are helping children build their confidence and independence in making choices and decisions. Children are cuddled, reassured, comforted and soothed so that they are emotionally secure. Crawling children are given opportunities to stand and move around as the playroom is organised solely with the children's development in mind. They enjoy the freedom and independence of helping themselves to containers to fill up and empty at will. Numerous natural materials are provided for heuristic sensory play. Children make eye contact and vocalise with the childminder who constantly reinforces their language and communication skills. They listen to music and stories and look at books and images of themselves in a mirror. The childminder encourages the children to be active learners, using a wide

range of activities and her skill of interacting and extending their development through play. Resources available help children to develop skills for the future with help and encouragement from the childminder. These include electronic toys, number and problem solving games and puzzles, and reading and looking through books.

The childminder protects children's health and well-being. Resources and equipment are sturdy, safe, clean and well maintained. The childminder strongly promotes healthy eating. Children enjoy home cooked, highly nutritious and freshly prepared meals. Younger children are becoming independent in feeding themselves as the childminder provides age appropriate cutlery and easily managed plates of food. The menu plans are organised and incorporate the guideline for children's healthy eating. The mealtimes are used as a social occasion and extra food is available when children request it. Children talk about the food they like and why certain foods help make them strong and healthy. They readily access feeder cups containing water and get plenty of fresh air and regular exercise, thus promoting their good health. Children are developing a very good awareness of their own personal hygiene. For example, they are aware of the need to wash their hands before eating and after using the toilet. Children play in a clean environment where the childminder minimises the risk of cross-infection through effective practice of the comprehensive health and safety procedures that are in place.

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	2
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
--	-----