

Inspection report for early years provision

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| Unique reference number | 311032 |
| Inspection date | 16/06/2010 |
| Inspector | Thecla Grant |
| Type of setting | 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.

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 1997. She lives with her husband and two children aged nine years and 12 years in the Birstall area of Batley. Close to shops, parks, school and public transport links. The whole of the ground floor of the childminder's home is used to provide care. The childminder provides childcare from Monday to Friday, between the hours of 7am to 6pm. She also works one weekend in three. There is an enclosed garden available for outdoor play. The family have pet rabbits.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three may be in the early years age range. When minding with an assistant she may care for no more than 10 children under eight years of age. She is currently minding six children in the early years age group. She also offers care to children aged over five years to 11 years. The childminder takes and collects children from the local school, and goes to the local children centre and childminding groups. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of an accredited childminding network and has achieved a recognised quality assurance kite mark. The childminder has achieved the National Vocational Qualification level 3 in early years care and education. As well as the level 3 Certificate in Childminding Practice. She is a member of the National Childminding Association and the Children Comes First Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder meets the needs of all children exceptionally well. She successfully recognises the uniqueness of each child and provides a highly stimulating environment to enhance all aspects of children's development. Therefore, children make significant gains in their learning. The childminder is highly effective in supporting every child so that no group or individual is disadvantaged, she is accomplished in promoting children's welfare, her safeguarding procedures are robust. The childminder is accomplished in working in partnership with parents and working with providers of the Early Years Foundation Stage. Her capacity for sustained improvement is outstanding there were no recommendations from the previous inspection as the childminder received outstanding and has maintained her high standard of childcare, which has positively enhanced outcomes for 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:

- increase further young children's understanding of healthy living.

The effectiveness of leadership and management of the early years provision

The childminder has comprehensive policies, strategies and procedures in place to ensure the safeguarding and welfare of children, meet all required duties. She has an accurate understanding of the issues surrounding child protection and has successfully established clear management responsibilities with regard to reporting concerns. Risk assessments are effectively used to monitor the safety of the childminder's setting. For example, a daily risk assessment is displayed on the play room wall and used as a working document for safety checks. Well accomplished systems are in place to evaluate the childminding setting and children are included in the rigorous monitoring of her setting through the use of questionnaires.

The childminder has high expectations and has set high standards which are embedded across all areas of practice. With this regard she has devised a quality improvement plan with five phases of development. One of these phases is to enhance her provision's accessibility to children and adults with disabilities. As a result, the childminder has provided a ramp leading to her setting and a toilet for the disabled. The childminder makes exceptionally good use of resources, for example the furniture and equipment are of a high quality and suitable for the ages of the children to support their learning and development. The childminder is self motivated and constantly seeks to update her knowledge in new childcare initiatives. For example, she has attended training in Every Child Is A Talker. The impact of her professional development has made significant improvements to children's development.

The childminder is highly committed to working in partnership with others and has established effective working relationships. For example, she has successfully worked with the speech and language therapist to develop children's language and has devised a file on working with other agencies. She has developed highly positive relationship with all the parents and successfully involves them in their children's learning. Parents are very well informed of her setting and all aspects of their children's achievements.

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

The childminder provides a highly stimulating and welcoming environment that reflects children's background and the wider community. She is highly innovative and has devised highly comprehensive systems to ensure planning is guided, so that each child's learning journey takes a personal path, based on their own individual interest and their development. The children's learning journals are effectively used to observe, and assess their progress and plan for the next steps in their learning. As a result, the children make significant gains in their learning. All children show a strong sense of security and feel safe within the setting. Babies develop confidence as they explore their surroundings, happily leaving the

childminder to investigate the garden and play room. They take risks in the safe environment, confidently crawling up the decking stairs to be greeted by the smiling face of the childminder. Young children are extremely confident and show a mature response to taking responsibility about their own and others safety. For example, they know not to enter the garden shed to find the outdoor toys, they patiently stand at the entrance to inform the childminder of their choice of equipment. They also take the lead in supporting those younger than themselves to share the balloons and be kind to each other, requesting the help of the childminder as they do so. Their request is expertly turned into a problem solving activity, enabling them to develop skilful reasoning skills.

Young children learn hygiene from an early age, babies and very young children are content and settled, because their health, physical and dietary requirements are well met. Children are given plenty of opportunities for physical activity, they practise new and existing skills. Young children have seen how the hula hoop spins around the waist of the older children, therefore, they mimic what they have seen by putting the hoop over their head and spinning it around their waist. When it does not continue to rotate, they confidently move on in their play. Young children have learned how to peddle the tricycles and now show off their new skill of peddling backwards. Toddlers show pleasure in moving their tricycle forward using their feet.

Children are highly motivated and contribute positively to their own learning, they are constantly provided with a wealth of stimulating opportunities to explore the learning environment and move equipment indoors and outdoors. For example, they extend their role play with the baby dolls to the garden and use the strollers to take them for a walk. The toddlers enjoy pretending to go for a ride in the car and move the wheel. Babies keenly explore the musical instrument basket, showing their preference to the maracas, which they play with for a while. The childminder is dedicated to developing children's learning and competence in communication, speaking and listening. She skilfully introduces appropriate vocabulary to children alongside their action and successfully extends their communication. For example, young children notice the difference in the weather saying 'it's not raining.' The childminder extends this discussion using language to make the children think. As a result, the children discuss the weather change and the colour of the sky.

Children's skills for the future and knowledge of the wider world are successfully promoted through their play. They use the camera independently and take photographs of their environment. They know the names of the various safari animals in the safari display. The children also show keen interest in listening to the different sounds in the garden and talk about the sounds of the birds for a good period of time as well as observing the birds in the garden. Older children have made bird boxes, one of which now holds a family of birds. Children also enjoy the experience of eating with chopsticks for the Chinese New Year celebration. As a result, children fully benefit from the rich, varied and imaginative experiences provided by the childminder.

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

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| 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

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| 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

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 2 |
| 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

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| 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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