

Inspection report for early years provision

Unique reference number	302656
Inspection date	28/02/2011
Inspector	Rachel Ayo
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.

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Description of the childminding

The childminder was registered in 1997. She lives in the Barugh Green area of Barnsley, in South Yorkshire, with her husband and their two children, one aged 15 and one of whom is an adult. Local amenities include schools, nurseries and playgrounds. Shops and public transport links are close by. The whole ground floor of the property is used for childminding purposes, along with a first floor bathroom and there is a fully enclosed rear garden available for outdoor play.

The childminder is registered on the Early Years Register to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently caring for six children in this age group. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and she has children on roll within this age group. The childminder takes and collects children from the local school.

The childminder is accredited through the Barnsley 'Children Come First' childminding network and provides funded nursery education sessions to those children eligible to receive this. She is part of the Barnsley Sponsored Network to support children and families with specific or additional needs and disabilities and also the 'Two Steps Forward Scheme' which offers funded places to two-year-old children. The childminder holds a teaching degree and a level 3 qualification in Childminding Practice.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Outcomes for children are exemplary and they make significant gains in their learning as a result of the childminder's excellent knowledge and implementation of the Early Years Foundation Stage. All children make significant gains in their learning. Their individual progress is excellent because of overall superb individualised observational assessment and partnership working, and a rich, varied and imaginative environment. Children's individual needs are exceptionally well met because high priority is given to inclusion. The childminder is highly motivated and her exceptional commitment to self-evaluation, which actively involves parents and children's verbal and written views, means that plans for future are superbly targeted in order to continue to improve 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:

- include everything in which a child may come into contact in the risk assessment in relation to the banister
- further develop partnership working with other providers delivering the

Early Years Foundation Stage in terms of children's individual learning and development.

The effectiveness of leadership and management of the early years provision

An excellent understanding is held of child protection issues, including ensuring that all persons in the household over 16 years of age are vetted. Training, policies, guidance and procedures are kept fully up-to-date to ensure that any concerns are efficiently passed on to protect children. Risk assessments are highly comprehensive in most aspects, although these do not fully include everything in which a child may come into contact with in relation to the banister. The childminder is extremely vigilant in her supervision of the children and when they are on outings this includes keeping a record of checks undertaken on car seats. The maintenance of records and implementation of policies and procedures is highly effective in ensuring the safe and efficient management of the provision and in meeting children's needs. Documentation is extensive, exceptionally well organised and reviewed and updated regularly.

There is excellent communication with parents. An extensive range of information is displayed and there is a checklist for initial visits to ensure that parents are fully informed about all aspects of the provision. Comprehensive information is gathered to meet children's individual needs and the 'my sharing book' provides a superb two-way link. Parents contribute comments which the childminder uses to support her observation and assessment systems. Parents are undoubtedly involved in their child's learning. For example, letters about topics, such as healthy eating, are sent home so that parents can contribute to these, they are asked to save empty food boxes or packets and provide different types of bread for their children to bring in. Profiles and information about next steps are continuously shared and parents share special events, outings, interests and new achievements. Meetings take place each term with the parents of the children receiving funded nursery education. There are generally good systems for linking with providers where children attend other settings. The childminder compliments topics, such as, animals, by setting out associated resources and asking children to bring in photographs of their pets, and the childminder has a transitional document to fully support children leaving for school. Although, she does not consistently link with all settings in terms of children's individual next steps in their learning.

The childminder gives high priority to equality and diversity. She unquestionably considers different learning styles in her planning and is committed to challenging stereotypes and teaching children about diversity both in her practice and resources. She has role-play toys, a wide range of books, displayed text reflecting different languages, and celebrates a wide range of festivals with the children. There are excellent systems for ensuring that children who may need additional support receive this and the childminder is committed to ensuring that she is fully aware of inclusion issues through training.

Monitoring and evaluation systems are extensive resulting in superb reflective practice. There is an extremely clear vision and identification of priorities that will

sustain improvement and raise aspirations for all children, such as, enhancing the outdoor area. The childminder is highly involved in a number of schemes and is committed to her personal development. She links closely with other childminders, her local children's centre, consultants and network managers including thorough regular meetings. Following training, which is exceptional, the childminder evaluates what she has learnt, what she plans to introduce, change or adapt and what impact this will have. She has been invited to share her accomplished practices at 'Quality Improvement' events and has won an award for her commitment to quality improvement for her excellent practice in fostering children's creative and critical thinking. In addition, the childminder was held up as a beacon of excellence for her delivery of the past framework for children under three years.

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

Children are inspired by a highly accessible and stimulating environment which reflects different areas of learning. It is enhanced with posters, photographs, innovative displays and artwork; for instance, 'Goldilocks and the three bears' and interesting and inviting activities, such as, the cafe role-play area. There is a superb range of motivating activities that provide optimum challenge and incorporate exciting topics, children's interests and their next steps. Profiles reflect meticulous individualised observational assessment and are rigorous in monitoring children's progress.

Children are excelling in the skills that will help them in the future. They are actively involved in making choices and sharing their ideas, such as, how to make a North Pole habitat, and the childminder's interaction is outstanding. The childminder is also skilful in her use of spontaneous events to compliment learning, for example, as children observe a spider spinning its web. Children are happy and confident, well behaved and develop a strong sense of security as a result of positive relationships with the childminder. They are highly sociable and show great levels of enthusiasm and interest as they imaginatively play in the cafe, pretending to mix food in a bowl and cook this in the oven, and push their doll in the pram. The childminder asks questions, such as, 'How many pears do you have?' and 'What might your baby need if she is cold?' The environment is rich in print and labelling, including numbers, and there is a creative book area with a 'reading bears' sign inviting children to read a story. Children communicate confidently as they enthusiastically talk about what they are doing or express their needs.

The childminder makes innovative use of resources that enable children to explore and investigate using all their senses, including those she had made, such as, feely bags and sensory tins. Children are encouraged to remember what is inside each tin and smell different items, such as, a ribbon with lavender on it. The childminder incorporates maths indoors and outdoors. For example, children pay for items at the shops and help to weigh parcels or pay for stamps at the local post office. Children are effectively learning about keeping themselves safe. The childminder sensitively discusses safety issues when children are playing with the sand when it

is windy to ensure it doesn't blow in their eyes. In addition, she reads stories and looks at books dealing with issues around bullying, for instance.

There are robust arrangements to ensure children stay healthy. The childminder is vigilant in minimising cross infection, for instance, including antibacterial hand gel in her outdoor bag to use after wiping noses. Children take part in wide-ranging indoor and outdoor activities including outings. They clearly enjoy playing in the garden and have use of an extensive range of large and small equipment. They use the plastic climb and slide, confidently manoeuvre wheeled toys and access the play house, then pretend to paint it with large brushes. As children pretend the sand is porridge by filling up different sized containers the childminder sings, 'When Goldilocks went to the house of the bears' and asks them to predict how many scoops it will take to fill them up. Children also take part in activities which help them learn to be active and develop an awareness of healthy lifestyles. Where the childminder provides meals and snacks, these are nutritious. Children have also taken part in planting and growing, learnt about the five food groups and helped to prepare food.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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
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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

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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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