

Inspection report for early years provision

Unique reference number	319604
Inspection date	16/05/2011
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 1987. She lives with her husband and their three adult children in Otley on the outskirts of Leeds in West Yorkshire. Local amenities include schools, nurseries, parks and a library. Shops and public transport links are close by. The whole of the ground floor of the childminder's house is used for childminding, along with a first floor bathroom, and there is an enclosed garden for outside play. The childminder has two dogs and a cat.

The childminder is registered 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, or four where a variation has been granted. The childminder is currently caring for five children in this age group, most of whom attend on a part-time basis. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and there are currently four children on roll within this age range. The childminder takes and collects children from local schools and nurseries and attends a number of groups within the community.

Funded nursery education is available to those children eligible to receive this as the childminder is an accredited member of the Leeds Childminding Network. The childminder has a level 5 qualification in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly effective and outcomes are exemplary as a result of the childminder's overall excellent knowledge and implementation of the Early Years Foundation Stage. All children make significant gains in their learning. Their individual progress is excellent in relation to their capabilities and starting points as a result of superb planning systems, individualised observational assessment and partnership working. Children's individual needs are exceptionally well met, which promotes inclusion. The childminder is highly motivated and her extremely effective self-evaluation reflects rigorous monitoring and searching analysis of what she does well and what can be improved. This means that plans for the future are exceptionally well 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:

- improving the use of the visitors' log.

The effectiveness of leadership and management of the early years provision

Utmost priority is given to keeping children safe and this is supported by a comprehensive designated safeguarding file. An excellent understanding is held of child protection issues, including the requirement to ensure that all persons in the household over 16 years of age are vetted. Training, policies, guidance and procedures are kept up-to-date to ensure that concerns are efficiently passed on. The childminder receives Local Safeguarding Children Board email alerts along with safeguarding or incident alerts from school. Risk assessments are highly comprehensive and a broad range of equipment and documentation is in place to support safety procedures. Children's individual stages of development are highly considered when reviewing what equipment is required. The maintenance of records and implementation of policies and procedures is highly effective in ensuring the safe and efficient management of the Early Years Foundation Stage. Documentation is exceptionally well organised and reviewed and updated regularly, however, visitors are not readily asked to sign in on their arrival.

The childminder has an excellent commitment to inclusion. She knows the children and their stages of development exceptionally well, which means that their individual needs are met. This includes making referrals to and working in partnership with other professionals in order to ensure that children receive any additional support required to ensure they are not disadvantaged in any way. The childminder regularly reviews her inclusion and access audits and has attended an extensive range of courses relating to equality and diversity. In addition, she has recently completed a six month Open University course on 'Understanding the Autistic Spectrum'. Children see a wide range of images depicting diversity positively, such as in resources, photographs and posters, and they take part in wide-ranging activities linked to their own and others' cultures and beliefs.

There are high aspirations for quality through first class ongoing improvement, including the excellent use of resources, including partnership meetings, celebration events and access to childcare publications and the internet. The childminder has developed her own comprehensive 'Evaluation of the setting' file helping her to effectively monitor and develop her provision, including her resources and the environment. Since her last inspection she has continued to purchase new resources and she has completed an extensive range of training which is evaluated and implemented superbly to enhance outcomes for children. Strong links are held with the local authority, other childminders and facilities within the local community, to plan and evaluate the provision and organise craft activities, such as a creation station. The childminder has become an Early Language Lead Practitioner in the national 'Every Child a Talker' scheme in recognition of her excellent practices which she disseminates to other providers.

There are excellent pre-placement arrangements, including home visits. These enable the childminder to devise care and education plans based on parents sharing what they know about their child. This includes aspects of their communication, self-care, physical development and home routine, including the equipment that children use. Ongoing information is exchanged well through

displayed notices, daily diaries and whiteboards recording children's news and the week's stories. Questionnaires enable parents to share their views and they reflect very complimentary comments. Parents are actively encouraged to be involved in their child's learning. The children take turns to take home a little bear where parents are asked to record his adventures. Superb partnerships are held with providers where children attend school and nursery. For example, the childminder mirrors what children do, for example, by complimenting topics and working consistently towards targets and she exchanges information about children's achievements and interests.

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

Children gain an exceptionally strong sense of security within the setting as a result of excellent relationships with the childminder. They effectively learn about keeping safe through topics such as 'People who help us' and trips to the fire station. They are highly sociable with visitors, for example, as they make a bun for them or readily approach them to look at a book. Minor incidents of unwanted behaviour, age appropriate to the very young children attending, are dealt with superbly using excellent distraction techniques and explanations. They are encouraged to talk about their feelings and the childminder makes effective use of empathy dolls. She encourages 'kind hands' and teaches children to communicate with words rather than noises. Children undoubtedly make their needs known and show high levels of contentment.

Furniture, equipment and toys are considerable and low-level labelled tubs fully enable children to make choices. The childminder enhances her provision superbly by creating innovative resources which she delivers training on, such as sensory bottles and magic story, festivals, number and letter and sounds boxes. Children invent and make their own games, share activity ideas, such as making Chinese dough using red food colouring with spices added, and help to choose resources from catalogues. The environment is organised well and enhanced with artwork, posters and animal postcards, for instance. Children help create displays using photographs, showing what they have seen and learnt on a visit to a local aquarium. Children flourish as they take part in a wealth of inspiring activities, complimented with excellent outings. These are comprehensively and purposefully planned in line with children's interests, next steps and themes. They provide optimum challenge and help children make very rapid progress in their learning and development. Assessment is rigorous and reflected in meticulous individual profiles.

An excellent range of sensory materials enable children to explore and investigate, such as a light table. Children effectively learn about different aspects of nature and their environment. They observe the caterpillar in the butterfly house with intrigue and excitedly encourage visiting adults to look at this through a magnifying glass. During an outing to the aquarium, the childminder purchased a noisy cricket book and butterfly puppet which she added to the 'caterpillar' story sack.

Toddlers and young children actively explore their surroundings with great interest and show intrigue as they manipulate the green dough, for instance. The childminder's skilful questioning, effective use of spontaneous events and introduction of an extensive range of vocabulary unquestionably supports very young children's early communication and mathematical skills. They confidently use simple counting and calculation as they identify how many plates are required at lunch time or count how many dough buns they have made for Ricky the racoon's pretend birthday party. The childminder recently became accredited by an organisation that supports children's communication, she keeps language summary and monitoring forms and improves or adapts the layout of her home to promote 'talk'. She recognises the importance of access to books and she has introduced a 'read aloud three-a-day' scheme. A future trip is planned to see a performance relating to a popular book and the story book is going to be introduced to children in preparation.

Overall, superb arrangements are in place for promoting children's all round good health and there is extensive health and safety information to support procedures. Young children are clearly familiar with hygiene routines as they readily attempt to pull up their sleeves to wash their hands before they eat. Children bring their own packed lunch, however, the childminder provides nutritious snacks and accessible healthy drinks. Even toddlers and very young children make choices about what they would like to eat. Activities, such as trips to the shops and planting and growing, effectively help children learn about a healthy lifestyle. Children have excellent outdoor opportunities through free-flow access to the garden, for example. They use amusing narrative as they engage in imaginative play on the decking, using home corner role play equipment and shopping lists.

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	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
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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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