

Inspection report for early years provision

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Inspection date	17/02/2012
Inspector	Jane O'Callaghan
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 1998. She lives with her husband and adult son and daughter on the outskirts of Cleckheaton. The whole of the ground floor (except for lounge), upstairs bathroom and rear garden are used for childminding purposes. 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 a maximum of six children under eight years at any one time. The childminder currently has eight children on roll and of these, four are in the early years age range and two are in the compulsory childcare group.

The childminder collects and takes children to local schools, visits parks and places of interest. They have a dog as a family pet.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent understanding of the requirements of the Early Years Foundation Stage and consequently, all children are well cared for and make rapid progress in their learning and development. Children are fully included in all activities and routines of the day and feel extremely safe and content in the childminders very welcoming and relaxed home. The childminder has excellent partnerships with parents and others who provide care for the children. A comprehensive range of policies and procedures are in place to ensure that children's safety and welfare is effectively promoted. The childminder is skilled in self-reflective practice and has used the process of self-evaluation accurately to ensure positive outcomes for children and inclusion of all.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the labelling of the toys and resources to ensure children learn that print carries meaning.

The effectiveness of leadership and management of the early years provision

Rigorous safeguarding procedures are maintained at all times. All adults in the childminders home remain suitable and children are directly supervised. Children's safety is promoted by full and comprehensive risk assessments of all parts of the home used for childcare, including outings. The childminder has completed all training required by legislation and clearly identifies additional training to support her continuing professional development. All registers and children's records are meticulously maintained and enable the childminder to clearly account for all

children and adults in her setting at any time. Children's health, safety and well-being are significantly enhanced by the robust and highly consistent implementation of policies, procedures and required documentation, all of which is regularly reviewed and also shared with parents, further ensuring the smooth daily management of her setting.

Equality and inclusion is at the heart of all that the childminder does with the children. She is highly effective in ensuring that all children are included. The childminder ensures that children learn about the wider world through an extensive range of resources and the celebrating of a variety of festivals. Each child's individual needs are recognised and catered for exceptionally well as the childminder has developed highly effective partnerships with parents to meet any individual requirements. Parents are encouraged to contribute in their own children's learning journeys. They are provided with very good quality information about the care provided and are given regular questionnaires to complete, all of which are very positive and all their comments are taken on board by the childminder and implemented into the planning. The childminder is also building very good links with others who provide care for minded children and is fully aware of sharing observations and plans for children's developmental needs to ensure continuity of care and education.

The childminder is using her self-evaluation form as a working document to secure her outstanding capacity to improve. She highly values the benefits of continuing professional development to extend her skills and support further improvement in her practice.

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

Children relate very well to the childminder and she is highly involved in ensuring that they enjoy the activities, have lots of fun, challenges and make choices in their play. Children make exceptionally good progress in their learning given their starting points as the childminder knows individual children well and uses the Early Years Foundation Stage effectively. She makes quality documented observations in children's profiles, supports this with photographs and sets realistic targets and challenges for future development and completes detailed next steps of learning within the profiles. All children access a vast selection of toys independently choosing what they would like to play with, along with very good interaction from the childminder. Although toys and resources are not easily identified through some missed opportunities in labelling of them, to encourage children that print carries meaning. The children play very enthusiastically with the pretend cafe, asking each other what drink they would like and the younger ones asking for a chocolate croissant as 'I like those better'. Children also take turns to set the table for the dolls to have picnic teas and they dress themselves up in the aprons to resemble waitresses. Children get very excited as they sit to the table to make book markers for their parents. They choose the different coloured hearts and with some very good interaction from the childminder, create the animal heart shaped book markers. Children confidently stick on the feelers and ask what they are and

get good clear explanations from the childminder. Younger children choose the colour red to put on them to give a big happy smile and stick on the plastic eyes in the appropriate place. They get lots of opportunities to develop their physical skills, through daily exercise as they go to local parks where they learn to climb on the slide and balance. Children are able to regularly access the very well resourced garden and the wide range of outdoor toys. For example, they ride on bicycles, learn how to skip and hoola hoop, along with developing their imagination through playing with the dolls and sit and rides as they pretend to go on trips.

The childminder ensures that children have a very good understanding of keeping healthy. They are encouraged to wash their hands after the toilet and also before having meals; they use liquid soap and also disposable paper towels, before meals and after messy play. With clear explanations from the childminder on why we wash hands. They also receive very good healthy and nutritional home cooked main meals. A weekly menu is displayed for parents to see. Children eat lots of fruit at snack time, along with a selection of raw vegetables, toast, cheese and other very healthy options. They have their own cups and can also access drinks of water, juice or milk throughout the day. The childminder ensures that children learn about how to stay safe. They are encouraged to learn about road safety whilst out on visits within the local community. Children also participate in regular fire drills and are keen to explain the procedure to other children and childminder.

Children also play in a very safe environment where safety is paramount with sockets protected, talks to children about playing safe, fire blanket sited and daily checks carried out prior to children attending. All of these stringent procedures ensure a healthy, safe and hygienic environment for children.

Children's behaviour is exemplary; they are explained to why it is nice to share and are encouraged to be polite to each other and their peers. This is very effective through the childminder being a very good role model to the children. The environment is very pleasant with lots of the children's work displayed and where they have lots of fun in a happy and loving home.

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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