

Inspection report for early years provision

Unique reference number	302799
Inspection date	06/03/2012
Inspector	Lindsay Dobson
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 assesses 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.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 1992. She lives with her husband and two children aged 14 and five years. They live in Wombwell, a large residential area in the borough of Barnsley. The whole of the ground floor of the premises is used for childminding. There is a secure garden available for outside play. The family have a dog, three cats and a rabbit.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of five children at any one time. When working with her co-minder, she may care for a maximum of ten children under eight years. There are currently 12 children on roll, of whom eight are in the early years age range. The childminder provides educational funding for children of eligible age. Children attend on a full and part-time basis. The childminder takes and collects children from the local school.

The childminder is a member of the National Childminding Association and has been awarded the Quality First kitemark. The childminder is registered to work with another childminder and is a member of the Barnsley Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare, learning and development are provided for exceptionally well. They benefit from a highly stimulating, welcoming and harmonious learning environment, where inclusion is extremely well promoted and a high priority is given to valuing the uniqueness of each child. The childminder works extremely closely with her co-childminder to ensure excellent standards of childcare are embedded across all areas of practice. Highly successful partnerships with parents and others involved in children's care build strong continuity in children's lives. The childminder's enthusiasm for training and self-evaluation demonstrates an excellent commitment to maintaining continuous improvement.

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 the outdoor learning environment further to enhance children's experiences in the six areas of learning.

The effectiveness of leadership and management of the early years provision

Children's well-being is significantly enhanced by the childminder's excellent organisation. Effective teamwork with her co-childminder and absolute dedication

to children when working alone, ensures that their needs are exceptionally well met. Children's welfare is of paramount importance and the childminder has a comprehensive awareness of safeguarding issues and of the correct procedures to follow should a concern arise. Records are kept in meticulous order and comprehensive policies help to maintain a highly efficient service. Children are cared for in exceptionally well maintained surroundings and rigorous risk assessments keep them extremely safe. They thoroughly enjoy playing in a dedicated playroom, whilst also accessing the rest of the ground floor. This allows them to play independently and freely with high quality resources; which meet their developing needs exceedingly well. The childminder has a strong commitment towards promoting equality and activities are adapted to enable all children to participate. For example, during painting activities age and stage appropriate paint brushes and mark making equipment is provided. Children have many opportunities to learn about their local community and the wider world, and the positive attitude of the childminder supports their growing awareness. The childminder puts the inclusion of all children at the heart of her setting.

Each child's individual needs are recognised and catered for exceptionally well because the childminder has developed close and purposeful partnerships with parents and consults with them to meet individual requirements. Parents are provided with good quality information about the setting and testimonials from them include comments about the high regard in which the childminder is held and how much the children value her. The childminder has an exceptional knowledge of each child's background through gathering details about their specific needs and recording information on comprehensive registration documents. She communicates effectively with parents in a number of ways, such as sharing records of children's food intake and nappy changes on a daily basis and providing specific information about how they can extend their children's learning at home. The childminder has also developed excellent links with others who provide care and education for the minded children, so that continuity of care and learning is promoted. The childminder attends extensive training to keep fully abreast of current issues in childcare. Rigorous self-evaluation and extensive monitoring, which involves the views of parents and children, enable the childminder to devise exceptionally well-targeted plans to bring about sustained improvements.

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

The childminder's sensitive, very caring nature enables children to establish wonderful relationships and they demonstrate an extremely strong sense of security in her care. Children make excellent progress towards the learning goals because the childminder has an expert knowledge of the learning and development requirements. Her enthusiastic approach highly motivates children and she is particularly skilled in effectively questioning children to help them become independent thinkers. Extensive planning, which is based around children's interests, topics and themes, ensures children receive rich, varied and imaginative play experiences. Information gained from high quality observations and rigorous assessment, which is fully documented in children's learning journals, is used very effectively to plan for the next steps in children's learning.

Children look forward to seeing their friends and their behaviour is very good. They demonstrate high levels of confidence. For example, more able children take responsibility for devising the 'Golden' house rules and show a very good understanding of the daily routines which support their ability to become independent. Children communicate exceptionally well and the childminder is very effective at letting the children lead their play and suggest their own ideas. From an early age, children recognise their photographs and name cards as they self-register into the setting. There is an excellent range of labelling, print and freely accessible books, both fiction and non-fiction, which fully support children in developing their communication, language and literacy skills. Effective questioning by the childminder encourages the children to problem solve for themselves and develop their vocabulary as they discuss how they should plant the daffodil bulbs. Children decide they will need a spade, a flower pot, some soil and water which the childminder ensures they can freely access to enable them to complete the task. The childminder ensures that the enclosed and safe garden is freely accessible to the children. She has obtained funding from a capital grant to provide a canopy for additional shelter from the sun and some additional resources to enhance play provision. Although the garden is extensively resourced, the childminder recognises there are opportunities to further enhance this provision.

All children develop an excellent sense of worth through the first class interaction, care and attention they receive from the childminder. For example, children respond eagerly to constant praise and encouragement and enjoy the warm, caring reassurance she gives them. They feel good about themselves, show respect for each other and are beginning to manage their own behaviour successfully. The childminder has an excellent understanding of food nutrition and offers children fruit and vegetables each day. A menu is available informing parents about meal choices, and meals are freshly prepared and include dishes from different cultures. Children develop a very good awareness of how to manage their own personal hygiene through the daily routines the childminder involves them in. She provides children with individual flannels and all children have access to their own toothbrush. Children learn about their own safety through following the excellent practice of the childminder. She constantly, but gently, reminds children of safety rules to reinforce safe practice. Children regularly practice the fire drill and have a good understanding of road safety and stranger danger through the daily outings and planned activities they take part in. This gives them confidence to explore and learn in a safe and secure, yet challenging, environment.

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
--	---

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
--	-----