

Inspection report for early years provision

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Inspection date	17/04/2012
Inspector	Marina Anna Howarth
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 1996. She lives with her husband and two daughters aged three- and four-years-old in the Sowerby Bridge area of Halifax, close to shops, parks, schools and public transport links. The whole of the house is used for childminding with toilet facilities located on the first floor. There is an enclosed rear garden.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than two of whom may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder has a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder offers children rich and varied experiences that effectively meet their needs and stimulates their interests. She is caring and gentle and her excellent knowledge of each child's individual needs ensures that all aspects of children's welfare and learning are promoted. The children are very happy, independent and enthusiastic learners and they make excellent progress in all areas of learning. The childminder is highly committed to continually improving her provision, through monitoring and robust evaluation systems, resulting in the very high quality services offered to children and families. An excellent commitment to inclusion throughout her practice ensures children learn to appreciate diversity. Partnerships with parents and other agencies are excellent, resulting in children being supported effectively.

What steps need to be taken to improve provision further?

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

- providing further opportunities to enable parents to contribute to their child's learning and development records.

The effectiveness of leadership and management of the early years provision

Rigorous measures are in place to ensure children's safety and well-being. The childminder has a thorough understanding of safeguarding policies and attends regular training to update her knowledge of current procedures. Comprehensive

detailed risk assessments of the premises, and also for outings, ensure that safety is continually monitored and reviewed. All required records are meticulously maintained and a comprehensive range of policies and procedures underpin effective practice. As a result, the setting is managed to an exceptionally high standard.

The childminder is passionate about her work and is determined to do it well. She reflects on her practice through continually seeking the views of children and parents and regularly reviews what she does and how this impacts on the children in her care. For example, current systems are being developed to enhance communication systems with parents, in regard to contributing to their children's 'learning journals'. She is highly motivated to move forward and attends regular training, using the knowledge gained to inform her practice. She implements creative; innovative ways to inspire children's learning and make a positive difference. For example, she has extended the growing area in her garden to enable the children to grow an extensive range of fruit, vegetables and flowers, following the successful outcomes of the previous year.

Children benefit greatly from the excellent range of experiences offered to them by the childminder. She works hard to organise her home and ensure a wide range of resources are freely accessible. Plans and photographs illustrate the excellent range of activities available to children that promote their learning in all areas of development, outdoors and indoors, within the home and on outings. The childminder is dedicated and committed to understanding the background, needs and preferences of every child. She introduces topics on diversity and daily discussions enable children to develop awareness and respect for others. She ensures each child's needs are met effectively by establishing excellent relationships with parents, and working closely with pre-school staff, other childminders and health professionals to promote the children's care. The childminder seeks feedback from parents using questionnaires. These demonstrate how much they value the childminder's high standards of care and education. They particularly appreciate that she is nurturing, enthusiastic, extremely knowledgeable about child development and state that their children are 'very happy and look forward to coming'.

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

Children have access to a warm, bright, child focused, and highly stimulating environment. They take pride in their artwork which is beautifully displayed. They have access to an extensive range of high quality toys and resources which they are able to view clearly and self-select from low level units, promoting their independence. Children develop a very strong sense of belonging within the childminder's home. They are involved in daily routines and developing policies, such as house rules. They build very close relationships with each other and the childminder. Young children take an active interest in their surroundings and older peers and older children show care and consideration to the younger ones, helping them with their personal care and engaging them in activities which the

childminder recognises and praises. The childminder makes excellent use of both outdoor and indoor areas to provide activities which support all areas of learning. Growing activities take place indoors on the window sill and outside in the plastic greenhouse and extended gardening plots. The children have embraced gardening opportunities enthusiastically. They identify which fruit and vegetables to grow, visit the garden centre to select and purchase their produce and are involved in the growing process at all stages. As a result, they understand the process of the food chain, develop their understanding of different fruits and vegetables and learn the extent of care and attention required to help things to grow.

Children are independent, inquisitive thinkers because of the excellent opportunities they have to explore and investigate. They develop their knowledge and understanding of the natural world as they discover the life cycles of frogs and butterflies by creating habitats. They participate in an extensive range of creative activities, such as making mobiles, wind catchers and cakes where they add different natural flavours, such as, orange and lemon zest and fresh fruit. They learn about caring for the environment by recycling household waste on a daily basis, and regularly visit the recycling centre. Children increase their competence in language exceptionally well through accessing an extensive range of books; they enjoy listening to stories and acting out their favourites. They access story sacks and the environment is filled with mark making opportunities, developing their understanding of letters and that marks have meaning. Continual support is offered to promote children's problem solving, reasoning and numeracy skills. They count, compare, match, sort and sequence confidently in all areas of their play.

Excellent systems are in place for observation, assessment and planning. The childminder records regular, meaningful observations as children achieve skills and demonstrate current interests and likes. Their developmental progress is clearly tracked and the information is used to devise next steps in their learning. During the induction process, extensive details are gathered about their individual needs and starting points. This enables the childminder to provide tailored care and support to the children and their families. Children's learning journals are attractively presented with photographs, artwork and detailed observations of their play. The childminder is sensitive to ensure that all children are fully included in all the activities provided. Children have access to a wealth of resources and experiences to support their learning about diversity, such as maps, books, small world toys and dressing up. They engage in a superb variety of festival celebrations where they taste a variety of food from different countries and engage in a variety of craft activities.

Children thrive because the childminder has a highly effective approach to health and hygiene. Colourful posters provide visual prompts to encourage them to wash their hands. The childminder provides nutritious home-cooked meals, such as lasagne and wraps with assorted fillings that the children prepare themselves. They have daily access to an extensive variety of fruit. Children have excellent opportunities to engage in a wide range of outdoor activities and gain a secure understanding of the importance of regular exercise. They are involved in music and movement sessions, where they learn to move their bodies in a variety of ways. They experience different weather conditions and visit parks and explore a variety of climbing equipment. Children learn to stay safe through discussions

about safety. They are involved in conducting their own risk assessments, such as the correct way to use a variety of tools and utensils, such as knives and gardening equipment. As a result children acquire the skills to be confident in learning how to keep themselves safe.

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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