

Inspection report for early years provision

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Inspection date	26/04/2012
Inspector	Nicola Dickinson
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 1993. She lives in the Kebroyd area of Sowerby Bridge with her husband and three adult children. The home is situated in a residential area close to local amenities, nurseries and schools.

The whole of the ground floor of the home is used for childminding, including a kitchen and cloakroom. There is an enclosed area for outdoor play to the rear of the property and an open plan garden to the front. The childminder is able to take and collect children from local schools and pre-schools. The provision is open everyday from 7.30am to 6pm, for 47 weeks of the year. The family have two pet dogs.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom, three may be in the early years age group and of whom, one may be under one year old. There are currently three children attending, who are within the Early Years Foundation Stage age group, two of whom are in funded places. The childminder also cares for children aged over five years. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder has achieved an Open University Level 4 qualification in early years. She is a member of the National Childminding Association, the West Yorkshire Police Childcare Network and Calderdale Metropolitan District Council Accredited Childminding Network. She is also a Childminding Development Support Mentor.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are exceptionally well cared for in a safe, vibrant and welcoming environment. Highly effective safeguarding measures are in place. Children make very rapid progress in their learning because their interests are clearly identified and very well supported. Partnerships with parents and other professionals are excellent and information, which supports children's health and welfare is shared. An exemplary commitment to equality and diversity is promoted throughout children's learning. A comprehensive self-evaluation system demonstrates a highly effective commitment to 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:

- extending displays within the provision to further develop children's

understanding of disability and ethnic, cultural and social diversity.

The effectiveness of leadership and management of the early years provision

Children are safeguarded exceptionally well in the setting because robust safety measures are in place. The childminder identifies and minimises risks and evacuation procedures are practised regularly. She has an excellent knowledge of safeguarding policies and the procedures to be followed should she have concerns about a child's welfare. Identification checks ensure visitors to the setting are monitored. All required documentation is in place and is effective in practice.

The setting is very well organised. Developmentally appropriate resources, which inspire and motivate young children, promote their independence in their investigation of the environment. Extensive and innovative use of resources in the community, such as, the farm, local parks, the woods and places of interest, greatly extend children's learning into the wider environment and significantly enhances their knowledge and understanding of the world.

Children's individual needs are met exceptionally well because the childminder works closely with parents. She finds out about their home background and cultures and as a result, planning reflects their home routines. An excellent understanding of transition ensures that children cope very well with changes in their lives. Children make very rapid progress because the childminder works with parents to ensure that she is aware of their starting points and interests. She identifies the next steps in their learning and links them to the Early Years Foundation Stage. An inspiring commitment to promoting equality and diversity and effective teaching, helps children to develop a high level of understanding of the needs of people with special educational needs and/or disabilities. Children use a wide variety of resources in their learning, which increases their awareness of other cultures and beliefs. However, there is scope to extend this further, to include displays showing positive images of disability and ethnic, cultural and social diversity. The childminder has an exemplary knowledge of how to support children with special educational needs and/or disabilities. She understands where to access support for children, who speak English as an additional language and actively promotes their understanding of the English language.

The childminder demonstrates a high degree of commitment to developing her provision to provide a high standard of care and learning for children. She shares good practice with other childminders and seeks advice and support from the local authority childcare development team. The childminder is aware of her strengths and areas for development. A comprehensive evaluation system critically identifies additional areas for ongoing improvements that will benefit all children in her care. Parents are actively involved in the evaluation process. This means that parents knowledge and expertise is very effectively utilised in improving the provision. The childminder has a very strong commitment to professional development, accessing relevant training to improve her knowledge and skills.

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

The childminder has an exemplary knowledge of the Early Years Foundation Stage and uses this to observe and plan for children's learning. Children's next steps and interests are identified ensuring children are presented with optimal challenges, which enhance and extend their learning. Very rapid progress towards the early learning goals is tracked through learning records. The childminder works hard to engage children in activities. She participates with enthusiasm, motivating all of the children to join in. An excellent balance of adult-initiated and child-led activities ensure that children enjoy a rich variety of learning experiences. Extensive and imaginative use of community resources, such as, the woods, local parks and places of interest, extend the children's learning experiences very well. A strong emphasis on outdoor play gives children opportunities to enjoy play in the fresh air, while learning to assess risks for themselves. Good use of space ensures that children are provided with quiet areas for rest and sleep, which meet their individual needs and reflect their home environment.

The children in the setting feel safe. They are very happy, confident and self-assured. They demonstrate strong relationships with their peers, include each other in their play and are kind and considerate. Close relationships with the childminder demonstrate secure attachments. Children clearly enjoy their activities as they are animated and display high levels of concentration. The childminder has robust hygiene routines in place, which means that children are developing an excellent understanding of personal hygiene. Children are involved in planning menus, they choose healthy choices at snack time and drinking water is readily available, ensuring that children are well hydrated. Children develop exceptional skills for the future because the childminder is a positive role model. They are very well behaved and polite. Clear boundaries are set, helping children to develop a comprehensive understanding of right and wrong. Children are valued as individuals and innovative teaching ensures that they all make rapid progress in their learning.

Children make significant steps in communication, language and literacy because the childminder engages and motivates them in stimulating activities. Stories, interactive resources and conversation, develop children's understanding of spoken and written language. Children develop a wide ranging knowledge of mathematical and scientific concepts, such as, shape, size and measure through imaginative activities and the use of everyday language. Children's skills in critical thinking are promoted because the childminder asks questions and gives them prompts to help them solve problems and make decisions. For example, the childminder supports children in using interactive resources in their trip to the science museum, which encourages them to solve problems using shape, colour and number. Children are exceptionally well supported in facing challenges through the use of effective, enthusiastic praise. This helps them to build self-esteem and gain the confidence to stretch their skills to new levels.

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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