

Inspection report for early years provision

Unique reference number	302407
Inspection date	07/12/2009
Inspector	Jane Elizabeth O'Callaghan
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 rates 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 08456 404040, 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.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 1999. She lives with her husband, who is a co minder and their children aged 15, 14, 11 and nine years old on the outskirts of Bradford. The whole of the ground floor of the childminders house, upstairs bathroom and all bedrooms except for the main bedroom are used for childminding, there is also an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time and is currently providing care for nine children in the early years age group. When working with another childminder, she may care for a maximum of 12 children under eight years at any one time.

The childminder collects and takes children to local schools, visits parks and places of interest. She has a dog, cats, hamsters and a rabbit as family pets.

The childminder holds a level 5 in childcare and is working towards a degree, She is an accredited childminder with the local authority network and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The experienced and well qualified childminder works extremely closely with parents to fully support each child's individual needs. She is extremely efficient in adapting activities and experiences to ensure that all children feel included, secure and valued. The very effective organisation of the day and resources means that all children are enabled to participate and enjoy purposeful activities and play. The childminder is proactive in seeking the opinions of parents and uses this information to self-evaluate the service she provides and to implement plans to further develop her provision. The childminder has very strong relationships with parents and other agencies linked with the care of the children. The childminder is very aware of the children's developmental and learning stages because she maintains detailed records of their achievements.

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 children's awareness of what procedure to follow in the event of an emergency evacuation

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a very high level of commitment to promoting children's safety and safeguarding their welfare. She completes very detailed risk assessments covering all areas of her home and outings which are regularly reviewed and areas of the home are checked and recorded daily. She has a secure awareness of safeguarding issues and regularly attends child protection training to ensure her knowledge and clear safeguarding policy is kept up-to-date. An extensive range of clear policies and procedures, which are shared with parents and consistently implemented, underpin the outstanding service provided.

The outstanding partnerships with parents, local authority development workers and other provisions the children attend. Significantly enhances the consistency in care the children receive and actively contributes to their rapid progress towards the early learning goals. Parents receive a wealth of information about the setting when the children start. The childminder gathers information from parents to enable her to establish the children's individual starting points and involves them in their child's continuous learning and development as they develop and their needs change. Parents can access a informative notice board, they are given regular questionnaires to complete all of which give extremely positive responses. Parents get regular newsletters about children's activities, have access to their extremely detailed profiles and have good opportunities to comment in these as they are easily accessible.

The childminder holds a Childcare qualification to level 5 and is currently working towards a degree in childcare. She regularly accesses, further training both externally and also through the internet and cascades information to the childminder that she works with. A detailed self-evaluation process which takes into account the views of parents and children are highly effective in evaluating the practice, identifying strengths and areas for development. The childminder has very good links with other providers where children also attend to ensure every child is appropriately supported and to provide continuity in their learning by sharing development records.

Children are learning about the wider society as they play with a excellent variety of multicultural resources, including instruments, a very good selection of books, boxes full of resources from particular countries and the celebrating of festivals. The childminder also has a informative policy referring to how all children are treated equally and always with respect. This ensures that children develop their knowledge and understanding.

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

Children are exceedingly happy and content in the environment where there are an abundance of high quality toys and equipment. These are organised extremely well

to provide an accessible and enabling learning environment. They are clearly labelled with writing and pictures for the younger children to recognise. The childminder regularly adapts and develops play and activities. For example, older children ask for play dough and the childminder ensures that the younger children are also given some dough. All children are keen to make food from the dough and pretend to eat it, they recognise the colour of the dough and express it is green but 'my favourite colour is pink'. Children of all ages use rollers and cutters confidently and are taught how to use them safely from clear instructions from the childminder. Children have access to a very good balance of interesting and stimulating adult led and child initiated activities that help them make excellent progress towards the early learning goals in all areas of learning. The childminder spends time with the younger children teaching the children that the shape is a circle and compare the size of different circles. The children can access a vast amount of books and are eager to choose books and read them telling the story in great detail. Children sit on the childminders lap and listen to the story and then ask her to copy pictures for them to colour. Once the pictures are ready children independently access a wide selection of pencils and crayons on to the table ready to colour. The childminder ensures that children receive a vast selection of physical skills, through dancing in the home, and accessing a wide selection of outdoor activities. For example, children can play on a slide, the climbing frame, with sand and various ball games. She also expressed that all of the indoor toys and activities are also taken outside for the children. The childminder ensures that children learn about the local and wider community, through regular walks along the viaduct, to parks and daily trips to school. The childminder is beginning to prepare the children for the celebrating of Christmas. She has lots of photographic evidence of children making small gardens using soil and twigs, painting penguins, which children excitedly show the adults which one they did.

A highly effective observation and assessment system is in operation and identifies children's individual stage of development, including their starting points and highlights informative methods of reaching the children's next steps of learning and informs future planning. The childminder works closely with parents who are actively encouraged to become involved in the planning process and are asked to offer suggestions on what their children enjoy and how they believe their own children learn best. The childminder does extensive planning and also individualised planning for children.

The childminder's excellent understanding of nutrition results in children being offered a variety of healthy and nutritious meals and snacks, all of which are cooked on the premises. A menu is displayed for parents in the hallway. Children can access fruit and drinks throughout the day, they are encouraged to wash their hands before eating and independently ask for anti bacterial gel after playing with messy activities. The children independently access the toilet which has lots of posters at their height explaining why we wash hands through written and picture explanations. They wash their hands and then have the use of individual small towels which they place in the bin.

Children are cared for in a safe environment in most areas, safety gates prevent children from accessing the kitchen area, visitors are asked to sign in and their identity is checked. Fire evacuation plans are displayed for children and fire drills are practiced. However not all children are made fully aware of the procedure.

Children are very well behaved and have good manners. They clearly understand the boundaries for their behaviour, such as sharing with others and remembering to say 'please' and 'thank you'. They are learning to think about others and developing independent skills as they help to wipe the table after lunch time. Praise is used to excellent effect during children's play and as a result, they are confident and develop high levels of self-esteem. Children are developing extremely well in an environment which is friendly and children play together enthusiastically.

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

How effectively is the Early Years Foundation Stage led and managed?	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
--	-----