

Inspection report for early years provision

Unique reference number	302604
Inspection date	19/05/2011
Inspector	Lindsay Dobson
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.

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 has been registered since February 1993. She lives with her husband and three children in a fully detached house in a quiet residential area in Bradford, which is close to shops and within walking distance of local parks. The ground floor is available for childminding. There is a fully enclosed garden available for outside play. The family have a rabbit and a tortoise as pets.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children at any one time. There are currently eight children on roll, of whom six are in the early years age range. The childminder provides funded education for children of eligible age. Children attend for a variety of sessions. The childminder attends local playgroups, toddler groups and activity centres.

The childminder holds a National Vocational Qualification to level 3 in Children's Care, Learning and Development and she is a member of an accredited childminding network and a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is very experienced, skilled and has an excellent knowledge and understanding of children's individual needs and interests, therefore, successfully promotes their welfare and learning to a very high standard. Children are making impressive progress towards the early learning goals, given their age, ability and starting points. They are safe and secure due to the vigilance of the childminder and her expert awareness of safeguarding procedures. Excellent partnerships with parents are established and the partnerships with other professionals and providers of the Early Years Foundation Stage are highly effective in order to provide continuity and coherence for children in their development and learning. The childminder's participation in a local authority quality assurance programme and her own reflective practice using the Ofsted form enables her to identify any areas for improvement, thus, demonstrating an outstanding capacity to improve.

What steps need to be taken to improve provision further?

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

- enhancing further the detail gathered from parents with regard to children's educational starting points.

The effectiveness of leadership and management of the early years provision

The safeguarding children policy is very comprehensive. The childminder's understanding of her procedures is exceedingly good and she regularly attends training to refresh her knowledge. High priority is given to children's security and procedures regarding the collection of children are extremely robust. Very positive steps are taken to manage or eliminate risks. Children are supervised extremely closely. Written risk assessments are conducted, which are effectively documented for the home, the garden and the outings undertaken with the children. Each day the childminder completes a thorough visual risk assessment. Her implementation of her setting's policies and procedures is excellent and these are effectively used to support practice and inform parents. The childminder sets very high standards which are embedded across all areas of practice. The success of her self-evaluation can be seen in relation to the children's happiness and their enthusiasm for taking part in everything on offer. The childminder is highly motivated and committed to continuous improvement. She works closely with parents, children, other childminders and local authority advisors to develop her extremely good practice and promote outcomes for all children and their families. The childminder is extremely pro-active in seeking out relevant training to further enhance her provision and has attended an abundance of training courses covering a broad range of topics.

Exceptionally positive relationships are established with parents. Effective induction procedures ensure that relevant details about children's initial needs and abilities are obtained. This allows the childminder to gain an extremely sound understanding of each child's welfare needs and starting points, although, these are not currently linked to the areas of learning. The admission of children into her care is managed sensitively and tailored in accordance with each child's needs, consequently, children settle exceptionally well. Comprehensive information is shared with parents about the service provided including policies and procedures, of which parents sign a copy. They are actively encouraged to keep the childminder informed of any relevant information that may impact upon the care of their child. In turn, parents are kept updated extremely well regarding day-to-day activities and their child's progress. This is achieved by the very efficient use of verbal feedback, telephone calls and parents' access to their child's records, to which they add their contributions. A daily diary system is also in place to facilitate the sharing of information. Feedback from parents about the service provided is excellent, as reflected via recent letters the childminder has received as part of her self-evaluation and consultation processes. Excellent links are made with others delivering the Early Years Foundation Stage. Very efficient systems are in place to support children's continuity of learning with pertinent information being shared with staff at the local nursery and school, to support children's transition. All children are highly valued and the childminder actively raises children's awareness of equality and diversity extremely well. She explains differences simply to children and uses resources, activities and discussion effectively to enable them to learn about the wider world and to respect and embrace difference.

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

Exceptional use is made of the Early Years Foundation Stage to inform the childminder's practice. Children are extremely well supported and challenged and they are able to take part in activities at their own level and pace and make excellent progress. There are ample opportunities for children to initiate their own play, as well as, benefiting from the broad range of adult-led activities, which enhance their learning, including frequent outings to places of interest. This enables children to further develop their awareness of the local community and the wider world and to socialise with others. They are able to explore their environment freely, investigate and make their own discoveries. Extremely effective use is made of open-ended questions, discussion and activities to extend children's learning. The experienced childminder's observational techniques and interactions with the children allow her to build an excellent understanding of each child's abilities. This enables her to efficiently identify their next steps to promote each child's learning and set individual goals accordingly, helping them to progress and achieve exceedingly well.

All areas of learning are well thought out by the childminder and extremely well provided for. Throughout the inspection the children busily engage in activities of their choice, they go up the climbing frame in the garden and use the binoculars and camera to look around them, engaging with the childminder as they tell her what they can see, for example, a spider's web. Children enjoy a free painting activity using smaller brushes, they decide to paint a horse and then use much larger brushes, rollers and water to paint the side of the garage. Children enjoy making their own pizza for their lunch, they mix and roll the pizza dough and choose their own toppings, for example, tomatoes, peppers and cheese. The childminder introduces new vocabulary, mathematical concepts and colours into everyday learning which enhances children's knowledge and challenges their thinking.

Healthy eating is actively encouraged and the childminder provides children with healthy meals and snacks, some of which the children help to make, for example, vegetable pizza. Meal and snack times are sociable occasions, children sit together and develop social skills and table manners. As well as growing their own fruits and vegetables the childminder talks to children about why it is important to eat healthily and to lead an active life. They have daily opportunities to enjoy outdoor play with free-flow access into the childminder's garden where she provides an outstanding range of resources covering all areas of learning. Visits to local parks and woods provide them with further and varied opportunities to develop their physical skills. 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 the 'high five' system of praise, the reward stickers they receive and they enjoy warm, caring reassurance from the childminder. Children feel good about themselves, show respect for each other and are beginning to manage their own behaviour successfully.

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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