

Inspection report for early years provision

Unique reference number	308040
Inspection date	13/03/2009
Inspector	Janet, Elizabeth Singleton
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 1992. She lives with her husband and two children aged 10 and 19 years in the town of Clayton-le-Moors. The ground floor of the childminder's home is used for childminding and there is a secure garden for outdoor play. The family has two pet cats.

The childminder is registered to care for a maximum of six children under eight years, of whom no more than three can be in the early year age range. She is currently minding nine children, of whom three are in this age group. She also offers care to children aged over five years to eleven years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a qualified nursery nurse and belongs to the National Childminding Association; she is also a member of the Helping Hands Childminding Network.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder's excellent knowledge of the Early Years Foundation Stage enables her to plan effectively to meet children's individual needs. This ensures their welfare, learning and development needs are planned for and this, combined with the safe, secure and stimulating environment, means that children make outstanding progress, given their age, ability and starting points. Exemplary partnerships with parents and other agencies make a significant contribution to the meeting of the individual welfare and learning needs of children, ensuring they get any additional support they need. Superb systems for monitoring the provision lead to improvement, resulting in a service that is responsive to the needs of all its users.

What steps need to be taken to improve provision further?

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

- develop the process to identify the intended learning outcome for children when undertaking outdoor activities.

The leadership and management of the early years provision

The childminders home is exceptionally well organised to allow children to have fantastic opportunities to become independent. The excellent balance of adult- and child-led activities and the flexible routine enable them to make decisions and to lead their own play. The high level of organisation of the records, policies and procedures maintains the safety of the children and allows for an efficient

management of the provision. The documentation is exemplary.

The childminder has extremely effective processes to monitor and assess her own and the children's progress. This ensures that her practice is continually improving through her own professional development and her high aspirations for quality. It also enables her to track children's progress in order to plan and provide suitable and appropriate activities to maximise their impact on children's overall learning and development. The childminder has made superb links with other agencies, including the local school, to further develop her understanding of the children's individual needs. This enables her to provide a unique service to identify and promote the children's progress towards the early learning goals.

The issues from the last inspection in relation to the updating of some documentation have been effectively addressed and ensure outcomes for children in regard to safeguarding and being healthy are improved.

The quality and standards of the early years provision

The childminder has an outstanding knowledge of the children she minds, and this is supported by her superb use of the observation and assessment procedures to plan and provide high quality activities. Her effective use of the practice guidance allows for quality planning for individual children's needs. The childminder has a fantastic learning and achievement book for each child which includes their individual development, clearly identified starting points and the next steps in their learning. There is also very clear planning with detailed information on the children's progress against each of the six areas of learning. Those children who may require additional help are extremely well supported and relationships are made with all other agencies and providers to support all children's needs.

The children take part in an exceptional balance of indoor and outdoor activities; for example, they attend local toddler groups, go for walks and take part in activities within the home. They sit together and make books consisting of photographs of them and delight in talking about the pictures. They demonstrate their fantastic sense of pride as they discuss what they are doing and show these books to all. They have 'red noses' for Red Nose Day and talk about the differences in the design of the noses, recognising the shape and patterns. They talk about red and talk about 'red jelly day' and their sponsor money as they learn about the wider world and also recognising colours. Children are both enjoying and achieving as they count during their play. They chatter as they use their talk to organise their play, remaining both involved and occupied, being highly motivated and interested in what they are doing. This allows them to learn for themselves with support, and to build on their skills as they revisit and are allowed to play without interruption.

The childminder develops a positive attitude to learning in the children by her effective management of their behaviour. The rules are devised with the children and include rules appropriate for each age and stage of development. Her positive use of praise and reward system of personal sticker charts, with reward stickers for hanging coats up, putting slippers on and holding hands, promotes children's

welfare and develops a conducive learning environment. Children's understanding of being healthy is very well promoted as they observe excellent daily routines and are provided with healthy balanced meals. The childminder has undertaken training and has sought information on the dietary needs of all religions and cultures and on promoting a healthy diet, including small regular snacks for children to help in keeping them alert and active. This outstanding provision allows for children to develop the habits and behaviour appropriate to good learners and those skills to enable them to play harmoniously together and to learn about the wider world demonstrated through their play. This approach helps children to value and respect themselves and each other.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.