

Inspection report for early years provision

Unique reference number	310790
Inspection date	17/09/2009
Inspector	Helene Anne Terry
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since 1993. She lives with her daughter, who is her co-childminder, and grandchild in a detached property in Huddersfield, West Yorkshire. Areas of the home used for the children include the whole of the downstairs of the property and the computer room and bathroom on the first floor. The gardens are used for outdoor play.

The childminder is registered to care for a maximum of six children at any one time, of whom no more than three may be in the early years age range. When working with her co-childminder or an assistant this can increase to 11 children at any one time, of whom no more than five may be in the early years age range. Currently they are caring for 24 children between them, of whom five are in the early years age range; most of the children are over five years of age. These children attend for various sessions throughout the week, before and after school and school holidays only. The childminder takes children to and from the local school. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder has a level 3 qualification in early years and has attained quality assurance with the local authority. The family has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides a consistently inspiring and challenging child-friendly environment for the children that is exceptionally well organised. Children are very happy and secure in her care. They make excellent progress in their learning and development as the childminder provides an exciting programme of activities that is designed to help each child reach their full potential, along the schools' curriculum. The childminder effectively promotes inclusion and securely meets children's individual needs. All documentation, records and policies and procedures are robustly maintained and they very effectively underpin the setting. The childminder has excellent systems in place to monitor and evaluate her practice and her ability to maintain continuous improvements is outstanding.

What steps need to be taken to improve provision further?

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

- further develop systems for sharing and communicating information between settings that children attend to secure continuity of experience for each child, in particular during transition from one setting to another.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of safeguarding children and is fully aware of her role and responsibilities whilst protecting children in her care. She has recently attended training to update her skills in this area. A robust and in-depth policy is in place, which is in line with the Local Safeguarding Children Board. This is fully implemented and shared with parents on admission. The childminder places great importance on safety and ensures that children play in an environment where potential hazards are minimised. Rigorous risk assessments of the home and garden are completed regularly and all outings are subject to checks to ensure children's safety whilst away from the home. Robust vetting procedures are in place to ensure that adults in the household are suitable to be in contact with the children, a visitors' book is maintained and children receive excellent supervision at all times.

The childminder is highly motivated and shows a clear sense of vision for her future plans. The excellent monitoring and evaluation systems that are in place ensure that the strengths and areas for improvement of the setting are clearly identified. The childminder has attained quality assurance with the local authority and regularly takes part in quality improvement reviews. She has pioneered out of school awards for Kirklees council and has completed Ofsted's self evaluation form. Parents and children are extensively involved in her self evaluation systems through regular chats and questionnaires. Any suggestions are quickly acted upon to improve the provision that she offers. Her ability to maintain continuous improvement is excellent. She regularly attends training courses to enhance her professional development and, as a result, children benefit highly.

Children flourish with the childminder because she works extremely closely with their parents or carers and with any outside agencies who are involved with particular children. She gives parents daily verbal updates about what children have done and what they are learning, and passes information on from school. Photographs of the children are regularly placed in wallets for parents to take home. Parents have very good access to children's learning journals and they are encouraged to participate in them by adding their comments. Parents use this for two-way communication so that they can provide additional support and encouragement at home. Although the childminder works very closely with the schools that children attend, she does not obtain in-depth information about children's starting points and abilities when they transfer from other settings. As a result, she can not quickly build on what children already know and can do. However, she does get information from parents about children's individual needs, so that she can build care plans for the children, especially for those who have additional needs, such as medical conditions. The information that parents receive about the setting is exceptional. This covers all aspects of the setting including policies and procedures. Parents are also given regular newsletters that inform them of forthcoming events and changes. There is also a clearly visible notice board in the hallway, with lots of useful information on childcare issues.

The childminder is highly committed to providing an inclusive environment for the

children. All children are valued to a high degree and the childminder is proactive in challenging and tackling any discriminatory behaviour. She talks with the children about their views, reinforcing positive attitudes. There are resources, posters and welcome signs representing diversity in society around the play areas, including some books in Braille. Consequently children develop a sense of belonging and of being valued.

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

Children develop an excellent understanding of healthy lifestyles. They enjoy the healthy, balanced meals that are offered and are encouraged to make suggestions on food they would like to eat. For example, one child asked if they could have her favourite cabbage with one meal. The childminder replied that she would fit it into the menu. At breakfast time children enjoy cereals and toast and have a full cooked meal, such as a roast dinner, after school. They have access to fruit and yoghurts for desserts. Children were observed to comment on how nice the food was and asked if they could have more. Extra portions were freely available. Drinks are readily available in the lounge for children to help themselves; these include three separate types of drinks, for example, water and two types of sugar-free juice. Hygiene practices are rigorously followed as a means of infection control. Children and visitors sanitise their hands on arrival using gel and children wash their hands without being prompted before meals. They state that they use the gel before meals to get rid of the germs and that they also 'gel up' when they cough or sneeze. Children also made a joke that some parents enter the premises without 'gelling' their hands and they took it upon themselves to keep a watch out for parents arriving so as to remind them. They have lots of good opportunities for outdoor play to exercise in the fresh air, to keep healthy and build muscles.

Children learn how to keep themselves safe within the home and on outings. They learn how to cross roads safely through reading books and when on outings. They also learn about car safety and stranger danger. Children take part in the regular fire drills and are aware of what to do in an emergency. Children are confident and extremely well behaved. They are kind and considerate to others' needs. They share and take turns very well, with older children setting an example to the younger ones. Children comply with the 'house rules' that they have agreed to abide by and the childminder has a book of 'Children's Rights', that is accessible. Children feel safe with the childminder; demonstrated by the way that they talk to her about their feelings, in groups and privately. Excellent relationships between the childminder and the children is evident, demonstrated by the way that they laugh, joke and approach her for cuddles.

Children are making excellent progress in the Early Years Foundation Stage and beyond. The childminder supports children's development very effectively, following on from school. Most of the activities are child led, with children making choices from the excellent range of resources available to them in the play areas. However, the childminder is very skilled in extending their learning from spontaneous events that arise. For example, a child making patterns with paint created a circle divided into segments. This initiated a conversation about

fractions, which was extended into children cutting up apples, into halves, quarters and eighths. Sensitive observations of the children are done across all areas of learning. These are evidenced by written observations, photographs and children's work. The next steps in children's learning are identified and these then inform the planning. Children's interests are paramount and activities are introduced and differentiated to meet the needs of each child. Children enjoy learning about the world around them. They delight in planting and growing seeds and eating their produce. They learn about the different plants, methods to cultivate them and tools that they use. This is further supported by visits to garden centres, allotments and chats with knowledgeable adults, such as the childminder's father. Some children decided to take this theme further and created their own garden centre in which they role played. Children use their imaginations extensively, through music, art and creative activities. They delight in role play as they make their own restaurant, casting each other in roles, such as the manager, waiter and customer. They use mark making and writing skills as they write down orders and problem solve as they match numbers of plates and cups to customers. Some children enjoy using number recognition and calculation skills as they play with the 'number line' pinned up across the wall. More able children extend this further by making up their own sums. Children also enjoy playing games, such as board games, card games and bingo, where they match and use number names, enhancing their skills in problem solving, reasoning and numeracy. Children use language very well to express themselves, they delight in talking about past and forthcoming events and relate well to their home life. They enjoy books on various topics and interests, talking about what they see in the pictures. Children use information and communication technology well. They competently use electronic equipment, such as game consoles and computers to gain information and find out how things work and happen.

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	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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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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