

Inspection report for early years provision

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Inspection date	16/02/2012
Inspector	Linda Filewood
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 1984. She lives with her husband and adult family in Quarmby, Huddersfield. The childminder's family members are registered as assistants. Most of the ground floor of the childminder's house is used for childminding and there are fully enclosed grounds and gardens for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has two dogs.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with an assistant, they may care for a maximum of 12 children under eight years at any one time, six of whom may be in the early years age group. There are currently nine children attending who are within the Early Years Foundation Stage, most of whom attend on a part-time basis. She also offers care to children aged over five years to 11 years.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She 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 childminder promotes the Early Years Foundation Stage exceptionally well in a fully inclusive and welcoming environment. Children thoroughly enjoy numerous play opportunities, both inside and outdoors, within safe boundaries. The childminder expertly uses observation of children's activities to support and extend their learning and development, and therefore children make consistently good progress. There is excellent partnership working with parents and other professionals to support children's overall development. The childminder uses highly effective evaluation and monitoring systems to identify strengths and areas for development; therefore the outcomes for children are excellent.

What steps need to be taken to improve provision further?

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

- continuing to use self-evaluation in order to identify key strengths and areas for improvement.

The effectiveness of leadership and management of the early years provision

The childminder gives utmost priority to promoting children's welfare and excellent safeguarding procedures are in place. For example, all adults in the home have undergone suitable Criminal Records Bureau checks and the childminder constantly updates her safeguarding training. All documentation is readily available and demonstrates very clearly the efficient, comprehensive systems in place to support children. Robust, well-thought-out risk assessments are in place for all areas of the home, indoors out, and for outings. This ensures children play in a safe environment and any potential risks are reduced. The skilful organisation of an outstanding range of resources and the imaginative use of space significantly enhances all aspects of children's achievement and enjoyment.

The childminder supports equality and diversity exceptionally well and provides a highly inclusive service. She works closely with the parents to ensure she is fully able to meet each child's individual needs, such as discussing the food they are able to eat. The childminder works exceptionally well with outside agencies to support the children she cares for. She updates her knowledge through training, and undertakes any training specific to a child's individual needs. Extensive and comprehensive monitoring and tracking systems ensure that children's care and learning progress is maintained to a high standard. The childminder constantly seeks the views of parents to make sure they are happy with the service she offers. They provide extremely positive comments about the care their children receive. They particularly like the welcome letter from all the children to new children. A highly organised and detailed range of policies and procedures are available to support the smooth operation of the provision. Other information regarding the provision is available through displays, the website and informative newsletters. Parents are included exceptionally well in their children's learning and development through contributing to and sharing development records. There are well-established channels of communication with other professionals and settings delivering the Early Years Foundation Stage, and this significantly enhances the continuity in children's learning and development.

The recommendation raised at the last inspection to include the grounds and gardens in the existing written risk assessment and make parents aware of the new arrangements has been addressed. Systems to monitor the provision's effectiveness are detailed and take very good account of the effect of any improvement on the outcomes for children. All targets are well considered and achievable. For example, the childminder intends to change the use of one room to provide a quiet area for homework and the use of the computer, and to use an additional room so that children have more space to sit and enjoy their meals.

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

The excellent range of activities that children enjoy help them progress towards the early learning goals extremely well in relation to their starting points. The

childminder uses observation particularly well to make plans to extend children's learning. This highly effective planning and observation system supports children exceptionally well across all six areas of learning. The childminder has a very clear knowledge and understanding of how children learn, and makes sure she caters for their individual interests. For example, children take pleasure from sitting on a rug together in the homely environment to enjoy jigsaws. The childminder skilfully provides resources that offer them challenge and praises them when they complete the jigsaw on their own for the first time. This gives children confidence and raises their self-esteem. Children are interested, enthusiastic and motivated in their play. They concentrate and persist in tasks, selecting activities and resources with confidence. For example, a heuristic bag containing shells and colourful strings of beads engages them well as they compare differences in size, and they concentrate for long periods putting them in and out of different-sized boxes.

Children are confident speakers and listeners. They readily participate in conversation and follow instruction well. The childminder extends their thinking through high quality questioning techniques. Children respond confidently and clearly and talk readily using mathematical language, with very good support from the childminder. Children's early reading skills are encouraged and they access an extensive range of books, some of which extend their understanding of how to keep themselves safe. Outings and visitors to the setting provide a wealth of different experiences for the children. For instance, the crossing patrol person visits and teaches the children about road safety. Children gain an excellent understanding of safety issues and they demonstrate this clearly through play, especially when enjoying outdoor play. Parents contribute actively to children's learning. For instance, they share the festivals they celebrate that are special to them, and this raises children's awareness of each other, similarities and diversity. There are ample resources within the environment, such as, books, jigsaws, dolls and excellent displays, that help children value the differences in people and demonstrate that everyone is welcome and valued.

Children benefit from an excellent balance of indoor and outdoor play. They grow plants and learn how to compost in the garden, and the new outdoor shelter allows them exceptional opportunities to enjoy play outdoors as it is exceedingly well equipped. This helps the children enjoy an extremely healthy lifestyle while at the setting as they receive regular fresh air and exercise. They move around confidently and show very good self-control when using large play equipment. Children are independent in managing their personal care needs. The childminder gives them excellent support so that they are fully ready for the transition to school when the time comes. Children show an excellent understanding of keeping themselves healthy by explaining why they must wash their hands after using the toilet, and spontaneously check their shoes for mud before walking inside after playing in the garden. They enjoy an excellent range of freshly prepared meals and healthy snacks, which they often help to make. This allows them to develop an exceptional understanding of making healthy choices.

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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