

Inspection report for early years provision

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Inspection date	24/02/2011
Inspector	Lynn Dent
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 was registered in 1994. She lives with her husband and two adult children in Guiseley in Leeds. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play.

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 six children under eight years at any one time. She is currently minding 12 children, of whom six are in the early years age range and one is over the age of eight years.

The childminder walks to local schools to take and collect children. She runs and attends the local carer and toddler groups. The childminder takes children to the library and to the park.

The childminder is a member of the National Childminding Association. Partnership arrangements are in place with the local childminding network. The childminder has achieved the Children Come First Quality Assurance Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in their learning and development because they have access to an extensive range of resources and receive excellent interaction from the childminder. Systematic observations and very effective planning ensure that children are purposefully engaged in activities that substantially promote their learning and development. The childminder is forward thinking and committed to making continuous improvements that will benefit all children. Excellent systems are in place for working in partnership with other settings that children attend promoting consistency in their learning. Collaborative partnership working with specialist services ensures that children are fully supported to reach their full potential. Exceptional partnerships with parents ensure that overall detailed information is collected from parents at induction and that they are kept fully informed of their child's day and progress.

What steps need to be taken to improve provision further?

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

- improving the arrangements in place to further determine children's starting points so their strengths and interests can be fully built upon.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively protected because the childminder has an exceptionally clear understanding of child abuse and the relevant reporting procedures. The childminder efficiently promotes children's safety by undertaking thorough risk assessments of her premises, all outings and activities, and by maintaining vigilant supervision at all times. Highly efficient systems are implemented to monitor and evaluate the childminder's services and drive progress. The childminder is constantly reviewing her practice. Since the last inspection the childminder has been very proactive in extending her professional development by attending a range of training. Consequently, the outcomes for the children are positively promoted.

The very effective organisation and layout of the home and play room means that all children are fully able to access the extensive range of toys and resources. The childminder gives attentive consideration to the inclusion of all children and effectively organises activities and learning opportunities so that they are fully enabled to participate safely and confidently according to their age and capability. They have a dedicated play room which is visually stimulating and meaningful to the children because their artwork and photographs are on display.

Parents state they feel very involved in their children's lives. The childminder actively creates opportunities for them to share information about their children and to read their learning journeys. Letters from parents state they consider the childminder to be 'Thoughtful and caring and will go out of her way to make the children feel welcome and comfortable'. Others feel their children 'have thrived' in the childminder's care. The childminder has excellent systems in place to work with other early years providers. Letters from the local school show they also highly value the partnership arrangements in place and the work the childminder does to make the children's transition to school smooth. The childminder is very positive and proactive in working with specialist's services for the benefit of the children. As a result, consistency is very effectively promoted for all children in her care.

The childminder is clearly knowledgeable about the Early Years Foundation Stage. Consequently, she is able to very successfully plan and provide a broad and balanced range of stimulating activities and experiences that motivate children to learn through play. Information about children's routines and needs are collected at induction. However, the systems to identify the children stage of development and learning when they first attend are not formalised. As a result, the childminder may not be able to fully build on what they already know and can do. The childminder regularly uses sensitive observations of the children to ascertain their achievements. This information is used exceptionally well to record their progress in their learning journey and to identify their next steps. As a result, all children make strides in their learning to reach their full potential.

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

The childminder provides an extremely caring environment where children feel very safe. Consequently, they are very happy for their parents to leave and happily wave them goodbye. Children are engaged because the childminder effectively interacts with them to support their play and learning. For example, while looking at books she provide words for pictures to help extend toddler's language and communication development.

Children have a multitude of opportunities to foster their imagination and creativity and enjoy working with a wide variety of mediums such as gloop, paint, glue and play dough. The childminder is passionate about children developing their creativity and exploring the materials rather than producing an end product. To this end she provides pink coloured glue sticks so that children can see the marks they have made on paper and also uses this as a mark making exercise.

The daily programme of planned and spontaneous activities are organised and effectively delivered to ensure that children have real opportunities to practise and progress in numeracy and problem solving, and have many opportunities to practise their sounds and alphabet recognition. A safe, challenging outdoor environment provides an innovative and enticing range of learning opportunities. Children hide treasure and make maps for their friends to help them find it.

Children develop a high understanding of healthy living and good hygiene from an early age as they practice routine hygiene. Children have made posters for the bathroom that remind them to wash their hands. They develop a strong sense of belonging as they place their picture on the fridge as a method of self-registration. Children develop very positive social skills because the childminder places high importance on sharing and caring for each other. Consequently, they develop harmonious relationships with their friends. Children are encouraged to develop safe practices with guidance such as using climbing frames and handling scissors. Consequently, they develop skills for later life.

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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