

Inspection report for early years provision

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Inspection date	16/11/2009
Inspector	Christine Snowdon
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 1995. The family live in the Moortown area of Leeds and there is one teenage daughter in the household. Shops, toddler groups, primary schools and other local amenities are within walking distance. The childminder uses the whole of the ground floor and the back bedroom and bathroom on the first floor for childminding purposes. There is a fully enclosed garden available for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years and offers care for children up to 11 years. She currently cares for five children in the early years group and five older children, who all attend on a part-time basis.

The childminder attends the local carer and toddler group and is a member of the National Childminding Association (NCMA) and local support group. She holds a CACHE level 3 qualification in childminding.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Excellent knowledge of each child's individual needs, gained from highly effective partnership working, ensures that the childminder promotes all aspects of children's welfare and learning with immense success. Inclusion is exceptionally well promoted and high priority is put on valuing the uniqueness of each child. The childminder has a thorough knowledge of child development and how to plan in line with children's individual needs, interests and next steps alongside creating a highly accessible and stimulating learning environment. This means that children make excellent progress in their learning and development. Superb self-evaluation demonstrates the childminder's unquestionable commitment to the continual improvement of outcomes for children.

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 further children's understanding of letters and number through additional labelling around the setting.

The effectiveness of leadership and management of the early years provision

The childminder has a very secure knowledge and understanding of her role and responsibilities in safeguarding children. She has extensive policies, procedures

and supporting information in place. The childminder has attended training and keeps up to-date through reading articles and information from the local authority and NCMA. All accidents, incidents and existing injuries are clearly recorded. There are detailed risk assessments in place covering her home, garden and outings. These ensure all possible risks are clearly identified and minimised promptly. In addition, she completes a daily check list prior to children's arrival and effectively uses safety equipment. As a result, children's safety is given high priority at all times. The childminder's policies and procedures are reviewed annually and used effectively to support her professional practice. Parents receive copies of her policies from the outset so that they are well informed, and the childminder keeps a signed copy to ensure they are up to date with any changes she may have implemented.

Equality and inclusion is without question given the utmost priority by the childminder. She fully embraces the commitment and responsibility to ensure children's individual care and health needs are effectively met at all times. In addition, arrangements with the other early years settings the children attend ensure she is on-call and available at all times should she be needed. She works closely alongside other medical professionals who have visited her setting to advise and train her to carry out necessary procedures. The childminder is exceptionally well organised and ensures the daily routine incorporates the very specific timed care needs the children require, and these are clearly recorded. The good range of resources are well-presented at child-height, promoting their independence and free choice. There are excellent working relationships with the parents. She communicates verbally with them every day and provides them with additional written information to support these daily discussions, for example, written menus, activity planning sheets, emails and text messages. The childminder shares the children's learning profiles consistently with the parents and they are able to add to these if they wish. Parents' letters of recommendation demonstrate their utmost satisfaction. They say she is 'amazing' and comment on how much their children love her and the good progress they are making in their development and learning.

The childminder is very positive about the inspection process and welcomes the opportunity to assess her provision. She has ensured recommendations raised previously have been addressed successfully to improve the outcomes for children. In addition she has completed the Ofsted self-evaluation form in great detail, clearly identifying her strengths and any areas for further development. This process has been enhanced further through questionnaires and discussions with both parents and children.

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

The childminder is highly motivated and enthusiastic in her approach and this is reflected in her inspiring provision which is effectively organised, highly accessible and inviting to all age groups. As a result, children are eager and enthusiastic learners and make excellent progress in their learning and development. Children are very happy, well settled and very much 'at home' in her setting. They have a very warm and trusting relationship with the childminder and know all they say

and do is fully appreciated and valued, due to her constant praise, encouragement and full participation in their activities. Behaviour is very good; children are well-mannered and eagerly help to tidy away their resources when asked.

The childminder plans and provides a very varied and interesting range of activities. In addition, she has a clear understanding of children's individual likes, interests and family events. For example, her recent themes have concentrated on starting nursery, potty training and new baby siblings. Children spend a great deal of their time actively engaging in role-play. They carry their dolls around, cuddling them and putting them to sleep in the pushchairs. They pretend their dolls are poorly and get out the medical kit. The childminder effectively promotes their understanding of writing for a purpose by making them nurse name badges. When asked, they are able to recall from memory new words such as 'stethoscope' and hold it to the doll's tummy. Children have excellent opportunities to draw, make marks and develop their early writing skills. They hold and use the 'magic pens' correctly, recognising and naming the various colour as they appear. The childminder asks questions such as 'what colours are the balloons?' and 'how many are there?' Children count confidently and respond correctly, saying there are two green ones. All children have a genuine interest in books and thoroughly enjoy the planned daily story sessions, as well as looking at them independently. They eagerly snuggle in at either side of the childminder as she reads their favourite stories with lots of expression and skill. They make very good progress in developing their vocabulary as she involves them in the telling of the story and opens up more discussion through asking questions. They laugh and giggle at the funny story about potties and toilet training. There are some posters and labels within the kitchen and hallway to promote children's early recognition of written words and number, although this is not consistent throughout all areas of the provision. Equality and diversity is effectively promoted through well-planned activities and resources, ensuring children develop a positive self-image, respect each others differences and learn about the wider world and their local community.

Children's good health is fostered extremely well. All meals are prepared and cooked by the childminder, using fresh organic produce. She is highly conscious of children's dietary needs and provides for them with utmost success. Excellent standards of cleanliness are apparent. Children know to wash their hands and do so without question. The provision of the paper towel dispenser at child-height aids their independence in their self-care tasks. The children participate in regular physical activities and benefit from lots of opportunities for outdoor play and fresh air. The well-resourced garden enables children to develop their climbing, balancing and coordination skills in a safe and controlled environment.

Curriculum planning, assessments and interactions with the children demonstrate that the childminder has excellent knowledge of the learning and development requirements of the Early Years Foundation Stage. Routines include an effective balance of adult-directed and child-initiated activities. Assessment and tracking systems are rigorous and clearly demonstrate children's progress towards the early learning goals, given their starting points. The childminder clearly documents and effectively supports identified next steps in children's learning.

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	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met