

Inspection report for early years provision

Unique reference number	320304
Inspection date	15/03/2011
Inspector	Abigail Cunningham
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 1998. She lives with her husband and two children aged 14 and 16 in Otley, West Yorkshire. The whole of the ground and first floor of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet cat and two rabbits.

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. There are currently four children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is able to provide funded early education for three- and four-year-olds.

The childminder holds a Level 3 childcare qualification in Children's Care, Learning and Development. She has completed a quality assurance scheme, is a member of the National Childminding Association and a childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships with parents and other childcare providers. The welfare of the children is promoted exceptionally well and is significantly enhanced by the childminder's policies, procedures and practice, which are implemented with a high level of consistency. Proactive systems are in place, which lead to continued improvement. The children's learning and development are impressive, as all the children are achieving as much as they can and the provision for their developing their knowledge and understanding of the world is 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:

- encouraging parents to be highly involved in the self-evaluation process.

The effectiveness of leadership and management of the early years provision

Positive steps are taken to safeguard children. The childminder has a comprehensive awareness of safeguarding issues and has attended safeguarding training. Effective procedures are in place for identifying any child at risk of harm

and recording concerns. She has previous experience of recording confidential information and liaising with the appropriate external agencies. The environment in which children are cared for and educated is safe and supportive. Children are taught to be safety conscious without being fearful. They show a strong understanding of how to keep themselves safe, through helping the childminder carry out risk assessments and fire drills. For example, the childminder uses books and puppets to help the children understand about not talking to strangers. While on outings the childminder helps to keep the children safe, for instance, they wear high visibility vests and the childminder shows them how to cross roads safely.

The childminder has extremely high aspirations for quality, which is evident through ongoing improvement. For example, she has completed a quality assurance scheme and has established excellent links with other childcare providers. Parents' views are sought and acted upon; however, there is scope to encourage parents to be more involved in the self-evaluation process.

Feedback from parents is extremely positive, for example, numerous 'thank you' cards and letters have been completed and can be seen within the childminder's information file. Parents have commented, 'the childminders approach is one of respect, equality and nurture' and 'her pleasure in seeing the children and sharing their development is absolutely genuine and I feel fortunate that they are in her care'. Parents are extremely well informed about all aspects of their own children's achievement, well-being and development. For instance, the childminder holds regular meetings with each child's parents, to discuss their child's progress and to plan for their child's next steps in learning. Parents also receive regular information via notice boards, communication books for the under twos and daily verbal feedback from the childminder. In addition, the childminder and parents agree about precise ways that they can both support the children. The highly-inclusive systems of communication ensure that there are consistent and productive partnerships with parents, resulting in the children making positive progress across all areas of learning.

All children are valued and engage in a wide range of activities and experiences, which helps them to value diversity. They have a very positive attitude to others and an excellent understanding about the wider world and community. This is because the children enjoy playing with an excellent selection of resources which reflects positive images, such as the empathy doll, books, play figures, saris, dolls from around the world, jigsaw puzzles and posters. They also have opportunities to mix with people who have disabilities. For example, the childminder took the children to the 'sail ability regatta' and they enjoyed wearing lifejackets and going out on a power boat.

There are well-established channels of communications between all partners involved with individual children, which successfully promotes their learning, development and welfare. For example, where children attend other settings, the childminder has permission from parents to share information with the other childcare providers. She has introduced herself to the teaching staff, reads the settings newsletters and shares the children's development records. The childminder has developed excellent links with the local and wider community, for

example, a student from a local college completed a work placement at the childminder's home.

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

Babies and very young children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard. As a result, they enjoy their food very much; they settle down quickly for a sleep, they laugh while having their nappies changed and crawl over to the childminder for cuddles. Children have innovative opportunities to engage in a wide range of physical activities and gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. For instance, they walk to and from school and the childminder explains that why this is healthier than taking the car. The children play out in all types of weather, for example, in winter they enjoy playing out in the snow and during autumn, they go on nature walks and collect leaves.

The environment is exceptionally warm and welcoming. The space is used very imaginatively and effectively, providing a very rich and varied environment for the children, for example, the kitchen is used for storytelling. Activities are very inviting and the children have independent access to an excellent range of age-appropriate toys, furniture and equipment to effectively meet their needs. For instance, the children independently select toys and young children use the resources cards, to let the childminder know exactly which toys they would like to play with. Babies are beginning to develop excellent early skills and are exploring their surroundings with great interest becoming active and inquisitive learners.

The childminder has a thorough understanding of how children develop and learn. For example, she has completed a Level 3 childcare qualification and Early Years Foundation Stage training, which is clearly reflected in the planning and assessment records. The childminder plans an excellent and interesting range of activities for the children, which are based on interesting themes and the children's individual interests, such as Chinese New Year, Easter and St Patrick's day. Assessment and monitoring through high quality observations is rigorous and the information gained, is used very effectively to identify the next steps in learning, guide planning and identify training needs. For example, the childminder recently attended 'Every child a talker' in order to improve the outcomes for children.

The children are very enthusiastic about cooking for a purpose and very much enjoy helping the childminder to make cakes. As a result, more able children know what ingredients are used to make a cake. For example, one child confidently explained, 'You need flour, sugar and eggs to make cakes'. The children have an extremely positive approach to learning, for example, they enjoy very much enjoy handling the childminder's rabbits, watching squirrels, making bird feeders and looking at the lifecycle of frogs. As a result, the children are developing an excellent knowledge of the natural world and are confidently using new words, such as frogspawn.

The childminder is an excellent role model, for instance, she is very positive person and enjoys having fun with the children. As a result, their behaviour is exemplary, they use good manners without being prompted to do so and enjoy interacting with others. For example, two children spontaneously played 'boo' with the babies, which made the babies giggle. The children regularly go out for walks in the local community, for example, to the local library, school and shops. They have many opportunities to socialise and make friends with other children. This is because the childminder meets up with other childminders and takes the children to the local children's centre.

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	2
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
--	---

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

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
---	-----

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