

Inspection report for early years provision

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Inspection date	29/02/2012
Inspector	June Rice
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 1998. She lives with her husband and two adult children in Crofton, near Wakefield. The whole of the ground floor property is used for childminding. There is a fully 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 dog, a cat, a tortoise and tropical fish.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than six 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 to 11 years. She 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 provider is highly motivated and demonstrates an excellent attitude towards continued improvement. Self-evaluation has proved to be rigorous and actively contributes towards the quality of children's welfare, learning and enjoyment. Partnerships with parents, local schools and other agencies are a key strength and are significant in making sure that the needs of all children are fully met. This ensures children feel safe and secure, and continue to make outstanding progress in an environment which is overall very well organised.

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 review the use of space and resources.

The effectiveness of leadership and management of the early years provision

The childminder works in partnership with parents and others to safeguard children. She demonstrates an excellent understanding of child protection and is extremely confident in her ability to implement safeguarding procedures in order to protect children. She ensures robust suitability checks are in place, keeps a record of all visitors and children are constantly supervised. The childminder provides parents with comprehensive policies and procedures which include safeguarding, equality and lost or uncollected children. These are reviewed annually and parents sign that they have read and understood them. She works exceptionally well to include parents in their child's learning and

development. She has introduced a doll with a special pouch that enables messages to be carried between the setting and the children's homes, this has improved the quality of information that parents are sharing about their children's progress at home, as well as their children's well-being.

The childminder continues to update her knowledge and understanding of child development and has achieved a National Vocational Qualification (NVQ) level 3 in childcare. Since her last inspection she has also attended a number of courses which include; health and safety, first aid, safeguarding, Makaton sign, and observation, planning and assessment. The variety of these training courses enables the childminder to enhance all aspects of her provision which actively contributes to the quality of care and education provided to children.

The childminder highly effectively uses self-evaluation and continuous self-reflection to monitor the effectiveness of her provision. This gives her an excellent understanding of how well her setting works and ensures that she actively contributes to the individual needs of every child. For example, the childminder evaluated her planning following questionnaires returned by parents and children. This resulted in themes being extended to enable all the children to benefit fully from the learning experience. The systems for planning, observation and assessment of children's progress is robust and very clearly linked to the Early Years Foundation Stage. The excellent partnerships that the childminder has developed with parents and other early year providers ensure children continue to make the best progress they can. For example, she works very closely with local schools and children centres. They share good practice, and liaise very effectively about the progress of individual children to ensure that their planning effectively supports what children are learning in all the settings they attend.

Children learn a positive attitude towards others through an environment that richly reflects the wider world and children's own communities. For example, an exceptional range of books, photographs, role play equipment and activities encourage children to ask questions and learn about differences. The childminder ensures all children are able to safely and independently select a varied range of resources that are not gender bias, and are age and stage appropriate. However, at times there are too many resources out which sometimes prevents children fully enjoying what is on offer. The childminder has a first class understanding of her role and responsibility to ensure all children continue to achieve as well as they can and this includes her systems to help identify and support children who have special educational needs and/or disabilities.

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

Children are learning about keeping safe through their daily routine, activities and discussion. They learn about road safety, stranger danger and not to approach animals they do not know. Children are included in regular emergency evacuation practises and in discussion are clear about what they need to do to keep

themselves safe from a fire. Good health and well being is exceptionally well promoted. For example, robust procedures are implemented to prevent cross infection, and well-established systems are in place to record medication, accidents and existing injuries. Children adopt healthy habits. They help themselves to drinks when they are thirsty and wash their hands before meals and after using the toilet. When asked children are very clear about why they have to wash their hands, explaining it is to stop them 'getting a sore tummy.' The childminder very effectively promotes healthy eating through activities and play opportunities. For example, children are presently growing beans and talk about milk making their bones strong. Children make pizza with healthy toppings and talk about healthy options for packed lunches. Outdoor activity is significantly enhanced through the provision of regular outings to parks, play areas and nature reserves. Children also benefit from attending a variety of play sessions at the local children centres.

Children are encouraged to develop habits and behaviour appropriate to good learners. They are very well behaved and are friendly and courteous to each other. They participate in group activities where they are learning to share and take turns. They discuss the importance of talking nicely to each other, not shouting, hitting or being unkind, and make a poster on which they write their own personal thoughts about what makes a nice day. Children are encouraged to care for their environment and participate in activities that develop their awareness about the benefits of re-cycling. The childminder has an excellent understanding of how children learn, and is extremely knowledgeable about the abilities of the children she cares for. This enables her to actively contribute to children's learning. Children's interest in the wider world is nurtured through varied and imaginative activities. For example, they study the lifeline of a tadpole, and hatch butterflies. Children show an appreciation for books and a growing interest in stories and nursery rhymes. They listen carefully, look in detail at the illustrations, and eagerly repeat the story in their own words, gradually extending their vocabulary.

Children enjoy a wide variety of craft activities. For example, they cut, knead and roll dough explaining that they are making a mouth, tongue and eyes for their pig's face. This is followed by children singing a rhyme about pigs and a discussion about which house was the strongest. The childminder skilfully introduces numbers and colours into activities children are involved in. They confidently name the colours red, green and pink, count from one to nine and match the shapes circle, triangle, oblong and square, as they play a computer game. Children make lion masks from paper plates and scraps of wool, sort and match old socks before making them into cuddly toys, and make shakers from old pop bottles. Children's learning is extended as they enjoy visits from people who help us. For example, the fire brigade, health visitor and lollipop lady.

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	2
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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