

Inspection report for early years provision

Unique reference number	502972
Inspection date	26/05/2011
Inspector	Helene Terry
Type of setting	Childminder

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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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 has been registered since 2001. She lives with her three children aged 12, 10 and six years old in a property in Bradford, West Yorkshire. The whole of the ground floor of the home is used for the children. The rear garden is used for outdoor play. Family pets include two cats and fish.

The childminder is registered to care for a maximum of five children at any one time, of whom no more than three may be in the early years age range. When minding with an assistant this can increase to eight children, of whom no more than four in the early years age range. At present, she has 15 children on roll between the ages of one and 12 years, of whom five are in the early years age range. Children attend for various sessions throughout the week. The childminder takes children to and from the local school. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder regularly attends toddler groups and has a level 4 qualification in early years. She is a member of the National Childminding Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is extremely proficient in meeting the needs of children in the Early Years Foundation Stage. Excellent partnerships with parents ensure children's needs are successfully met and their protection assured. Children's welfare is paramount and their uniqueness is highly valued. The childminder provides a rich and stimulating learning experience which all children enjoy, in a relaxed homely environment. Self-evaluation reflects constant monitoring of what is being done well and what needs to improve. This helps to maintain the very high standards and plan for future development.

What steps need to be taken to improve provision further?

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

- developing further the procedures for safeguarding children to make clearer the procedures for allegations of abuse made against the provider and household members.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent awareness of safeguarding issues. She has comprehensive policies and procedures in place. These enable her to make sure any concerns are prioritised and dealt with effectively. However, procedures for what to do if allegations of abuse are made against the provider or household members are not explicit. Checks have been completed on all household members to ensure they are suitable to be in regular contact with children and anyone who has not been checked is never left alone with the children. The childminder sees children's safety as paramount. She conducts robust risk assessments to ensure that all risks to children on the premises and outings are eliminated. Detailed records of safety checks help her to ensure that high standards are maintained. Extremely well-organised documentation, including children's records and written permissions from parents are in place. Comprehensive policies and procedures underpin this exemplary provision and ensure children's individual needs are met and their welfare fully promoted. These are shared with parents and embedded in her daily practice.

The homely learning environment is made attractive to children with lots of stimulating posters and photographs of the children on display. An excellent range of resources is made easily accessible to children and is used very well to achieve the desired outcomes in their learning and development. The newly developed garden is an asset to the setting where children can play safely and be involved in lots of learning experiences, such as, the sensory area, play house, den, sand pit, planting, musical and chalking areas.

The childminder shows an extremely positive attitude towards equality and diversity and children are encouraged to participate in the full range of available activities. Children learn about respecting people and their way of life and have access to a very good range of resources to further develop their awareness and understanding of the wider world, including those with disabilities.

Highly positive relationships are in place with parents. Inclusive procedures mean that parents are fully involved in their children's care and learning. They access the excellent range of policies and procedures and their views are sought and respected. Parents state they are very happy with the care their children receive. Parents are encouraged to read and contribute to their children's development records. Furthermore the regular discussions between the childminder and parents ensures that they can continue to develop their children's learning at home. Parents also access the notice board and they receive regular newsletters about the provision and activities being undertaken. This promotes continuity of care extremely well. Very good partnerships with other providers of the Early Years Foundation Stage and other professional agencies have been established. The childminder is knowledgeable about what children have been doing at nursery, so she can complement this at home.

The childminder recognises the importance of evaluation and uses the Ofsted self-evaluation form to good effect. She has a clear action plan in place for her future

development and training. She reflects on her practice continually by evaluating activities and parents' and children's views are sought verbally and through questionnaires. This helps her identify the strengths and areas for improvement of her childminding service. She continues to develop her service to a very high standard, for example, since the last inspection she has developed her outdoor play area, updated all aspects of her setting and has achieved level 3 and 4 qualifications in early years. As a result, she is significantly enhancing the service she offers to parents and their children.

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

Children benefit immensely from the welcoming, homely and stimulating learning environment. They are very secure, settled and thoroughly enjoy their time at the childminder's home. They engage in high quality interactions with her and as a result they enjoy and achieve extremely well and display a very strong sense of belonging. Children make strong positive contributions within the setting because they exercise choice and become confident as they choose from the vast range of resources accessible to them. The children take part in rich, varied and imaginative activities that enhances all aspects of their learning. Written observations and assessments on children's learning are focused and enable the childminder to assess children's progress and plan their next steps in learning. Children are well equipped with the skills for future learning. Free-flow activities enable children to exercise choice and to become active and inquisitive learners. The childminder makes everything fun and children find her enthusiasm is infectious.

Toddlers delight in playing with the small world activities, including a doll's house, road and train tracks. The childminder shows the children how to use different voices within their play and children imitate her pretending to use talk in imaginary situations. They enjoy looking at books and some children enjoy pretending to retell stories, looking at the pictures and talking about what they see. They have lots of opportunities to make marks practising their drawing and writing skills both inside the home and in the garden. For example, they use chalk on the blackboard outdoors and on the pavement. Young children are learning to be very independent. For example, they are encouraged to put on and off their shoes and coats, help tidy up activities, prepare snack and some children delight in using the dustpan and brush. Children develop good skills in problem solving, reasoning and numeracy. They enjoy doing jigsaws, shape sorters and baking their favourite buns and bread where they learn about weight and measure. Children investigate the outdoors well as they learn about the environment. They are beginning to grow plants and they talk enthusiastically about the snail they have found in the garden. They access information and communication technology, for example, a lap top and electronic activities and they experiment using a light board to help them understand how and why things work and happen. Children have lots of opportunities to be creative and express their ideas and thoughts. They enjoy musical activities, such as, playing the African drums and a piano. They take part in lots of role play activities and sing and dance to music.

Young children are also developing an excellent understanding of healthy lifestyles and safety practices through daily routines. As part of role play activities they learn that a red light means stop. They are encouraged to wear safety helmets when riding bikes and skate boards and they take part in the regular fire drills. Children enjoy a healthy diet and learn about food that is good for them. As part of the activities they were asked to create a healthy eating box, putting in food that they understood to be healthy. Regular opportunities to enjoy plenty of fresh air and exercise are provided through visits to parks and from the stimulating outdoor area. This contributes to their good health and helps them gain increasing control over their bodies. Children behave very well. They play with each other happily, showing care and concern. Younger children help in everyday tasks, as they get the wipes and put them away again at nappy changing time. Children remember to say 'please' and 'thank you', as well as show respect for the childminder and her home. As a result, children are very developing skills for the future extremely well.

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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