

Inspection report for early years provision

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Inspection date	08/03/2012
Inspector	Cathleen Howarth
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.

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Description of the childminding

The childminder registered in 2001. She lives with her husband and children aged five, 11 and 12 years in Dalton, Huddersfield. The ground floor of the childminder's house is used for childminding, which includes the through lounge/dining room, conservatory and toilet. There is a decked play area and back garden used for outside play. The childminder sometimes walks to school to take and collect children. Transport is usually provided.

The childminder is registered by Ofsted on the Early Years Register in addition to the compulsory and voluntary parts of the Childcare Register. She is registered to care for five children under eight years, of which three may be in the early years age range at any one time. Currently there are eight children on roll in the early years age range who attend on a part-time basis.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

An impressive feature is the childminder's commitment to supporting children to make excellent progress towards the early learning goals and the way in which recording systems have developed to demonstrate this. Inclusive practice is firmly embedded in all aspects of the provision and children's individual needs are exceptionally well met. Partnerships with parents and others are excellent and fully support the outstanding outcomes achieved for children. The childminder has set very high standards, which reflect in her high aspirations for the children. The childminder demonstrated she has considerable capacity to make independent and continuous improvements.

What steps need to be taken to improve provision further?

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

- extending the range of suitable secure storage for all children's records.

The effectiveness of leadership and management of the early years provision

The childminder's comprehensive awareness of safeguarding issues is exemplary and she fully understands her role in child protection and the procedures to follow should a concern arise. Risk assessments are meticulously maintained and they are highly effective at minimizing potential risks to children at the setting and on outings. Closed-circuit television and electric sliding security gates have been fitted

to closely monitor arrivals and departures, which significantly enhances children's safety at the setting.

The childminder is highly organised and recording systems are impressive. However, over time, children's records have increased considerably and storage space is limited. The childminder is highly motivated and she is currently working towards a relevant level 3 qualification. Since the last inspection she has attended many training events run by the local authority and a comprehensive list of these is available for parents to view. The childminder successfully transfers knowledge and understanding from training into exceptionally good childcare practice. For example, in relation to risk assessments and managing children's medical needs.

The childminder sets high standards and she has high expectations of what children can achieve and this is embedded across all areas of practice. As a result, outcomes in children's achievement and well-being are exemplary. The childminder takes well-considered steps to ensure resources and the environment is fully sustainable. The highly effective deployment of resources, in addition to the physical layout of the setting, clearly enhances children's experience at the setting. For example, provision for outside play has recently been reorganised to create an all weather decked area for the very young and a designated area for older children to play on the giant trampoline. Impressive outcomes for children are clearly attributed to the excellent use of high quality furniture, equipment and resources.

The childminder places the promotion of equality of opportunity at the heart of all her work. She is extremely skilled at narrowing any achievement gaps. She has considerable knowledge of each child's backgrounds and needs and she is highly effective at tracking and monitoring children's progress. Children learn about people's differences in the wider community through well thought through activities that promote gender, disability, ethnicity and culture in non-stereotypical ways. The childminder uses information technology extremely well to support her in her work. For example, she uses on-line translation tools on her mobile phone to instantly translate Polish words into English, and vice versa, and as a result she is highly effective at encouraging bilingual children to use English.

Self-evaluation includes rigorous monitoring at all levels. As a result, actions taken by the childminder are well targeted and bring about sustained improvement. For example, enhancing provision for outdoor play and rotating resources to meet the specific needs of children attending. The childminder is highly analytical and she has devised and implemented recording systems, like the children's Summary Progress Sheet, to show parents how children make significant progress in all areas. Relationships and working in partnership with parents is exemplary. The childminder organises home visits to get to know children in their own home before they are introduced to the setting. Parents commend the childminder for the way in which she continuously delivers an exceptionally good service. A parent commented "We feel reassured. Our child is safe and happy here. We are very happy". Parents confirm they are meaningfully involved in decision-making on key matters affecting their children including changes at the setting, such as the new outdoor play arrangements.

There are excellent channels of communication with key people in other early years foundation stage settings, and this includes relationships with teachers at school. The information shared between practitioners clearly promote a cohesive approach to delivering the framework. The childminder has experience in providing for children with hearing loss, achieved through highly effective interagency working. The childminder takes a lead role in establishing positive working relationships with other childminder's in the area. She voluntarily shares her expertise in administration and record keeping, and this supports others in their work to enhance outcomes for children.

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

The childminder's knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage is impressive. Children's individual progress, in relation to their starting points and capabilities, is excellent. Highly effective systems are in place, such as written assessments, to track and monitor children's progress, demonstrating high levels of commitment and consistency. Parents help to complete the 'All About Me' document to ascertain children's starting points. The childminder records observations of children at play to review their natural interests, capabilities and preferred learning styles. She routinely collates pictorial examples of what children have achieved, and links children's progress to the Look, Listen and Note assessment tool. Meticulously maintained children's records of achievement are shared with parents, who are encouraged to contribute to them. As a result of these measures, children's learning and development is promoted extremely well.

All children show a strong sense of security and feel safe within the setting. They demonstrate a real understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. For example, children learnt about firework safety during New Year celebrations and know not to touch sparklers, even when they have finished, because they remain hot. Children also learn about People Who Help Us, such as fire officers. Last week children went to a supermarket car park to talk to fire officers and they were invited to sit in the fire engine. They were given pink and yellow fire helmets to take back to the setting where the fire safety theme was successfully reinforced through role play and other relevant learning activities.

Children's understanding of the importance of following good personal hygiene routines is excellent and robust hand wash routines are an integral part of the provision. Healthy eating is promoted extremely well and children eat what they have planted and grown at the setting, such as carrots and aubergines. There are exceptionally good opportunities for children to engage in a wide range of physical activities, both indoors and outdoors, and this includes learning how to swim. Healthy lifestyles are promoted extremely well when children participate in games, sports and outings, including the use of different play gyms. Health benefits like these also promote children's social and emotional development and helps to boost their self-esteem.

Children are highly valued and treated with equal concern. They work exceptionally well on their own and with others. They engage in meaningful activities that help them to value diversity. Children learn about different cultures, languages and religions. This is done through the use of age appropriate resources and activities including multicultural books, musical instruments, playing with dolls from around the world, using inset jigsaws, model making and art work. They support local charities, like the work of the local hospice, and they learn about children in other countries who have less than themselves.

Skills for the future are promoted extremely well. Children learn about sustainability and looking after the earth's resources, such as recycling, planting and growing. Children work well together learning to share, take turns, compromise and negotiate. For example, they used tin foil and food wrappers when making a car out of an empty cardboard box for the toy pig. They cut out round wheels and pinned them to the car, and they painted the headlights yellow. Children use the home computer exceptionally well. Simple computer games are used to reinforce the use of numbers, letters, shapes and colour and children show developing skill when using the mouse to click, drag and drop. The childminder knows that the very young respond to what they see, hear, smell, touch and feel and therefore she ensures quality natural resources are always within easy reach and that sensory experiences vary. Children are inquisitive learners and they experiment with mark making utensils, like felt tip pens, chunky crayons and paints. They have great fun making paper fans, learning how to straighten and fold paper. When parents arrive to take them home, children are eager to show what they have achieved.

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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