

Inspection report for early years provision

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Inspection date	18/04/2012
Inspector	Rachel Ayo
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 1995. She lives in the Oakwood area of Leeds in West Yorkshire and occasionally works with assistants or other registered childminders. The whole of the ground floor is used for childminding purposes and there is a secure rear garden available for outdoor play. Local amenities include shops, parks, schools, nurseries and a library and the childminder's premises are situated close to transport links. Access to the property is gained via three steps.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years, no more than three of whom may be in the early years age group. When working with up to two childminders or assistants she may care for a maximum of 10 children under eight years, no more than nine of whom may be in the early years age group. The childminder is currently caring for 11 children in this age group who attend a variety of sessions. The childminder holds a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provision is highly effective and outcomes are exemplary, as a result, of a superb standard of care and strong leadership and management by the childminder. She instils excellent practices and ensures that the meticulous policies and procedures are effectively implemented overall. There are excellent systems for individualised observational assessment, which means that children make significant progress in their learning and development. The childminder places equality of opportunity at the heart of all she does and children's uniqueness is undoubtedly valued and celebrated. Highly positive relationships are held with parents and there are outstanding links with other providers to promote a coherent approach. There are high aspirations for quality and the childminder is exceptionally successful in inspiring those who work with her to work towards meeting or sustaining ambitious targets.

What steps need to be taken to improve provision further?

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

- ensuring the risk assessment fully covers anything, with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

A thorough knowledge of child protection procedures is held and there are extensive policies, including, maintaining professional relationships, whistle blowing, mobile phones and intimate care. There are excellent recruitment procedures which include interviews, a written task and a practical activity. Successful individuals are never left unsupervised until their suitability is confirmed by Ofsted and they have demonstrated their competency. Consequently, children are fully protected. Risk assessments are comprehensive and reflected in meticulous documents. Although some sharp items kept out of sight in a kitchen drawer behind a cupboard door, could potentially be accessed. An intercom system means that security is excellent, fire safety is superb and sleeping children are closely monitored. Exemplary record keeping promotes the efficient and safe management of the setting and there is outstanding use of resources. This includes, the highly effective deployment of staff whose induction is extremely thorough. Children thrive in the superbly organised environment, where furniture, equipment and resources are plentiful and of high quality.

First class partnership working with parents means an excellent knowledge is held of each child's background and needs. Where children have specific or complex health or dietary needs excellent systems for meeting these include care or emergency plans, links with professionals and training. Extensive information is exchanged when children first attend and parents discuss values significant to them. Children take part in fundraising events and many celebrations learning about diversity and the knowledge of the diverse staff team and parents is valued. Diversity is portrayed positively through superb posters and resources and at Halloween the childminder compared different shaped pumpkins from her allotment to further support an understanding of differences.

Parents are superbly informed about the childminder's ethos, policies and procedures and there is excellent communication throughout the settling in process and beyond. Consultations are offered, emails are exchanged and a secure social media site examples photographs and how learning can be supported and informs parents about training, events and new resources. They are undoubtedly well informed about their child's progress and next steps and contribute information from home, such as, a recent event, holiday or new interest. Channels of communication with other providers are excellent. Regular visits enable the childminder to discuss children's learning and look at how topics and events, for example, chicks hatching can be extended.

The childminder has first class processes for reviewing her practice and identifying priorities for improvement. For example, by using a self-evaluation document and devising a development plan. She demonstrates a strong commitment to keeping her own and others' knowledge of current practice up to date, such as, through training and childcare publications. The childminder acts as an excellent role model and values the opinions and ideas of all those who work with her. Consequently, moral is very high. She makes excellent use of external resources for advice and support to further develop her provision. Parents are highly involved in sharing

their views, for example, through surveys where suggestions are positively addressed. Written comments are exceptionally complimentary.

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

Children display exceptional levels of confidence, independence and self-esteem. They flourish in a stimulating and accessible environment, which is undoubtedly planned to meet both boys and girls needs. Photographs, posters, artwork and bright displays adorn the walls, many of which reinforce children's understanding of the diversity of the world. Children's behaviour is exemplary, as a result of the positive policy which includes a conflict resolution ethos and children demonstrate an excellent awareness of responsibility as they help serve their own lunch and readily tidy away. During children's initial stay and play sessions information is gathered about what they enjoy, know and can do. This is utilised superbly to plan rich, varied and innovative experiences for each of child and provide optimum challenge. Children are fully enabled to share their ideas, ensuring they develop a strong sense of belonging. Their learning is enhanced through home resources and mums and dads involvement as part of World Book Day or den building.

Inspirational teaching undoubtedly motivates children as they display high levels of engagement and interest, supported by the use of a wellbeing and involvement assessment scale. As they engage in camping role play they initiate and share ideas, use props imaginatively and display excellent narrative and problem solving skills. They make a tent using the safety gate, clothes horse, blankets and foil sheet and rub wooden blocks together pretending to make a fire, saying this causes friction which creates sparks. They show an excellent awareness of keeping safe as they talk about not making a camp fire inside the tent and complete their own risk assessments by asking the childminder to check the wooden blocks for splinters. Visits from the police and sharing risk assessments before outings further reinforce children's understanding.

Children are developing excellent skills for the future. They use simple technology, such as, toy pneumatic drills and a digital camera with which they record their own work. During outings they experience different types of communication systems, such as, tubes under the ground, where the concept is replicated in the garden. They are encouraged to think critically as they create lollypop stick puppets and a fairy house using a cardboard box and craft media. The environment is rich in print and books are set up invitingly with props to support children's early literacy skills. There are pictures of many different patterns, shapes and symmetry and children demonstrate excellent mark-making through recognisable drawings, such as, an armadillo. Their language is outstanding, as a result of adults' exemplary interaction. They talk about pivots and transferred energy, for example, as children build a toy catapult. Children use extensive mathematical language and confidently recognise and record numbers on a clip board as they use a tape measure to calculate how big the sofa is. They gain an excellent knowledge of nature and the world around them, for example, by observing a Space Shuttle launch, learning about and making models of spy planes and visiting environmental centres.

Stringent hygiene practices ensure children stay healthy and equipment, such as, a hand gel dispenser supports this. Games and photographs of hand washing routines reinforce children's existing high awareness of healthy practices. In addition, they help harvest fruits and vegetables and prepare meals, and observe posters of healthy foods. Nutritious and well balanced meals are effectively planned in a weekly menu and comply with the School Foods Trust Code of Practice whose audit the childminder has successfully completed. The childminder's organic produce and freshly prepared homemade meals, such as, sweet potato and chickpea curry are incorporated and children clearly enjoy this during the highly sociable lunch. There is excellent access to outdoors where children develop their physical skills by using many types of resources, including, natural objects and materials.

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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