

Inspection report for early years provision

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Inspection date	13/07/2010
Inspector	Melissa Louise Patel
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 was registered as a childminder in the year 2000. She works with one other childminder and three assistants. The childminder does not live on the premises where the childminding is carried out. The premises are owned by the other childminder. The childminder who owns the premises lives with her husband and one adult child. The family has rabbits. The setting is a terraced cottage in Steeton, near Keighley, in West Yorkshire. The whole of the ground floor is used by children, and there is access to one bedroom and a bathroom on the first floor. There is an enclosed garden, on two levels, for outdoor play.

The childminding provision is registered by Ofsted to care for children on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder, when working alone, may care for six children at any one time, of which three children can be in the early years age range. When she works with the other co-minder and assistants, a maximum of 15 children may attend at any one time, of which nine can be in the early years age range. There are currently 31 children on roll, of which 16 are in the early years age range. Children attend on a full and part-time basis.

The childminder receives support from the local authority and is a member of the Bradford Childminding Network. The childminder is currently partaking in the quality assurance scheme, 'Children Come First'. The childminder has links with other early years provisions.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The Early Years Foundation Stage is met extremely well. The excellent planning of activities ensures that children's individual needs are very well met. Children have enjoyable experiences indoors and outdoors that present challenges for them, supporting their learning progress exceptionally. Children are equally valued and included during daily events, supporting their welfare. Partnership working with parents and with other provisions where children also attend is highly effective in supporting children's well-being. Excellent commitment to monitoring the provision promotes continuous improvement extremely well, and therefore the outcomes for children are very positive.

What steps need to be taken to improve provision further?

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

- maximising the images, text, signs and symbols within the environment to further support children's learning regarding the differences in peoples lifestyles, and to further embrace diversity.

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well because the childminder has an excellent understanding of how to implement the Early Years Foundation Stage. For example, the childminder has very clear systems in place to ensure she knows what to do if concerned about a child, and the supporting documents are accessible and very well organised. Risk assessments are highly effective in minimising risks to children throughout the whole environment, indoors and outdoors. For example, children can explore the resources freely and stay safe, and they are supervised carefully. The space in the home, and the resources are organised in an excellent manner to support children's learning progress and welfare. The childminder promotes equality and diversity very well overall. For example, children's individual needs are given utmost priority, ensuring that all children are included and welcome; this supports their well-being extremely well. The childminder works with another childminder and assistants on a daily basis. They work alongside each other closely to help children. For example, the childminders plan the daily routines together, to promote children's learning and welfare exceptionally well, and the assistants demonstrate a good understanding of their roles and responsibilities.

Systems in place for monitoring and evaluating the provision, are extremely effective. The childminder use written evaluation, and she works with the other adults in the setting to ensure that she promotes excellent outcomes for children. Parents are included in evaluation through the use of questionnaires. This all impacts highly effectively on the childminder's ability to maintain continuous improvement. There were no recommendations raised at the last inspection. However, the childminder has updated the provision in line with new regulations to support children. Systems in place to support children's learning progress are excellent. For example, new documents have been introduced, to track children's progress. The childminder has attended training, helping her evaluate her current practice. New systems to take account of children's feelings, thoughts and interests have been introduced. This ensures all children are equally included and their needs considered very well. These improvements support children extremely positively.

The childminder communicates with the parents exceptionally well to ensure that relevant information is shared daily to support children's overall welfare. Highly organised policies and procedures are available to the parents, keeping them informed of how the provision operates. Information regarding the provision is available on the display boards, including activities children participate in and details regarding the Early Years Foundation Stage. Parents are very much included in their children's development while at the setting, through sharing learning records and discussion. Information ascertained from parents as part of the inspection process, is very positive with regard to how the provision supports their children's care and learning. The links made with other provisions where children also attend and will attend in the future, promote children's overall welfare and transition to these provisions exceptionally well.

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

Children have superb opportunities to help them progress towards the early learning goals, because the childminder plans activities that keep children highly motivated, and that suit their individual stage of development. Children respond extremely positively to the childminder and they enjoy themselves a lot in this setting. They are constantly busy. For example, children are learning about the life cycle of a butterfly. They listen to the story and watch the puppets move behind the screen to explain the story in more detail. Children become highly involved as they demonstrate their comprehension of the story, using the puppets and thoroughly enjoying themselves. They sing rhymes to fit in with the theme.

The environment indoors and outdoors is arranged exceptionally well to support children's free choice and learning. Observations are used extremely well to extend children's progress and their development is tracked and reviewed. For example, communication skills are encouraged by asking open questions and involving children in group activities. Children's skills are extended through introducing shape, size and colour through practical activities that they enjoy. Children of a variety of abilities are helped to operate equipment during snack preparation. Some children operate equipment, such as the musical piano. They do this independently and skilfully.

Children are developing an excellent understanding about staying safe. They respond extremely well to adults. For example, they frequently ask the childminder questions and go to her for reassurance. They move around the environment happily and with confidence. Children receive guidance from the childminder as they confidently use a variety of equipment safely, developing their skills for the future very well. They learn how to practise the fire evacuation procedure and they learn about road safety on outings, and the importance of safety is often reiterated through discussion and projects.

Children enjoy an extremely healthy lifestyle while at the childminder's. For example, they receive fresh air and exercise continually, as the environment is arranged to enable them to choose whether to play inside or outside. Children eat healthy foods that include meat, vegetables and lots of varied fruit options. They are actively involved in growing fruits, such as raspberries and blackcurrants. They are often involved in preparing foods, helping children take responsibility about what they eat from healthy options. Children develop physical skills very well. For example, they climb and swing from tyres and they push and pull equipment. Children have regular opportunities to move to music. They independently wash their hands and they can explain the importance of hand washing. The challenges children receive are excellent. For example, they problem solve and use physical skills outdoors as they work out where to put the large cones, and then how to get past them.

Children are learning extremely well about equality and diversity overall. For example, they learn about the different customs people follow and about families.

They are developing knowledge regarding the wider world and communities, through gaining information about the different cultural festivals people celebrate. The childminder has an excellent insight to the individual background of each child to ensure they are all equally included and any gaps in their achievements are filled. Children use diverse resources, such as books and costumes, supporting their learning very well. There are signs with pictures displayed at low level to support children's different communication abilities. This promotes children's language and communication skills in an excellent way. However, images, text, signs and symbols, to further extend children's learning regarding the differences in peoples lifestyles, and to help embrace diversity further, although available and happening, are not maximised.

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

How effectively is the Early Years Foundation Stage led and managed?	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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