

Inspection report for early years provision

Unique reference number	EY101258
Inspection date	14/04/2009
Inspector	Hilary Mary Mckenning
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered since 2001. She lives with her two daughters aged eight and nine years in the Thornhill area of Kirklees. There are local shops and parks within walking distance. The whole of the ground floor is used for childminding. A fully enclosed garden is available at the rear of the premises.

The childminder is registered to care for six children at any one time. There are six children on roll, three children are in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association and Kirklees Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children develop a high degree of self-confidence and a very healthy self-esteem. An exceptional range of activities ensures every child is a confident and competent learner. Children's sense of belonging is expertly fostered though the warm, welcoming and homely atmosphere. They are treated with equal concern and their individual needs are met extremely well through personalised planning, rigorous assessments and the childminder successfully engaging with parents. Children feel included, safe and valued as they along with their parents are actively involved in the planning of their learning and 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:

- establish links with other settings providing for children in the Early Years Foundation Stage

The leadership and management of the early years provision

The childminder is highly committed to the development and improvement of her practice as she effectively uses the self-evaluation form to monitor and develop her service. She meticulously maintains records of children's assessments and achievements using observations and photographs. This shows a systematic approach to her evidence, enhancing all aspects of children's care. She is proactive in checking the suitability of people who have regular contact with children. For example, ensuring all other adults in the household are vetted. The childminder has excellent knowledge of the Early Years Foundation Stage framework and makes highly comprehensive assessments of children's achievements which inform her innovative planning. She has rigorous systems in place to monitor and evaluate children's progress relative to their starting points. Combining the childminder's

knowledge, skills and the expertise of parents, children are progressing at a rapid rate.

The childminder has superb relationships with the children's parents and other professionals. She has established very good links with the local settings to secure continuity of experience and care for each child between settings. She takes topics and themes and extends them into activities helping to consolidate and develop children learning. However, this is in its infancy and the childminder is not yet able to fully demonstrate that the care and education she provides compliments the education and care received at other settings. There is a picture representation of toys and activities on display to ensure that all children can positively take part in the planning of activities. Children are extremely well protected as the childminder has excellent awareness of her role and responsibilities with regards to safeguarding children. A wealth of policies and procedures are in place, which are shared with parents and implemented exceedingly well, provide a very clear sense of purpose and direction and significantly enhance the care and learning of children.

The quality and standards of the early years provision

Children's welfare, learning and development is promoted extremely successfully by the exceptionally well organised and flexible approach of the childminder. She plans the day carefully, ensuring the arrangements are personalised to meet each child's needs. Children are very settled, feel extremely secure and confident in the childminder's care. The environment is used in a highly effective manner and all resources are of excellent quality. The childminder has meticulous risk assessments in place, which are effectively implemented to ensure children are safe and secure at all times. Children learn about their own safety through following the excellent practice of the childminder who is an exceptional role model and being involved in regular fire drills. Children are involved in safety discussions, they play board games or listen to stories that highlight the dangers on the road, in the garden and in their general play. As part of the planning process, children select and make a list from catalogues and books of the plants they wish to use in their gardening. The lists are then used as the go shopping for the identified items.

First class daily opportunities are provided for children to access a rich, vibrant and innovative range of activities, which promote their all round development. Children are encouraged to explore, investigate and be curious. They are confident and readily use a variety of media as they play games together on the computer and television. They play together to make a kennel for the toy dogs and get them ready for their visit to the vets. Young children are extremely confident as they explore the garden and recall the items they have planted. Gross motor skills are expertly encouraged as children experience a superb range of toys to manoeuvre and negotiate obstacles. To encourage mark making skills, the childminder innovatively uses water, sand and play dough to encourage children to make marks and to manipulate an inspiring variety of media. Children are exposed to a wealth of opportunities to experience writing for a purpose as they make cards and story books. Children are also involved in planning the week's menu using pictures of a wide variety of foods and meals ensuring all children can participate. Children

also take part in the preparation of snacks and meals as they squeeze their own oranges. They skilfully peel and chop vegetables ready to make soup. Children relish their time together and thoroughly enjoy participating in activities where they assist each other such as when they made a giant Chinese dragon in preparation for the Chinese new year celebrations. Parents are actively contributing to their child's learning and development as regular meetings with the childminder are used to discuss their achievements and plan their next steps. All children develop an excellent sense of worth through the first class interaction, care and attention they receive from the childminder.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.