

Inspection report for early years provision

Unique reference number	EY274903
Inspection date	09/06/2011
Inspector	Mr Rasmik Parmar
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 in 2004 and she lives with her husband, adult child and two children aged two and four years in a house in Idle, Bradford, West Yorkshire. The ground floor and the lower ground floor playroom are available to children. There is an enclosed garden for outdoor play area. The childminder is close to local amenities, including a library, parks and shops.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than one of which may be in the early years age group, and, of these, not more than one may be under one year. Together with two assistants, she may care for no more than 16 children under eight years. Of these, not more than seven may be in the early years age group, and, of these, not more than three may be under one year at any one time. They are currently caring for 14 children in the early years age group and three children over five. The childminder is registered by Ofsted on the Early Years Register and the voluntary parts of the Childcare Register.

The childminder is 'Quality Assured' and 'Accredited' with the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in a wonderfully happy, child-centred, homely environment. They flourish and make excellent progress in their learning and development through the acknowledgment of their individuality. The childminder shows a clear commitment to the ongoing development of her practice in the way she acts on priorities for improvement, identified through her robust monitoring and self-evaluation systems. She has exceptionally high aspirations to promote better outcomes for all children.

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 transition arrangements to schools.

The effectiveness of leadership and management of the early years provision

The extreme effectiveness of the promotion of children's welfare in the setting ensures children are safe and secure in a stimulating environment in which children are encouraged to fulfil their potential. The childminder has vast knowledge and experience in childcare and has an up-to-date knowledge and understanding of policies and legislation for safeguarding children. She has

received extensive training on the safeguarding of children in her previous role as a foster carer, which is used to promote children's safety. Assistants working together with the childminder have up-to-date knowledge and understanding of safeguarding and work together as a team to highly effectively promote children's safety. They have all the necessary contact numbers and recording systems in place in case they need to report a concern. They ensure that anyone who is not vetted or not known to them is not left alone with children. Comprehensive risk assessments include a daily health and safety checklist for the indoor and outdoor environment. Children are regularly reminded of where the fire exits are and fire drills are practised regularly. Records relating to accidents and medication are consistently and accurately maintained. Extensive, well-written policies and procedures are shared with parents and underpin the excellent service provided for children and their families.

The childminder's home is wholly inclusive, providing an accepting, caring and enabling environment, which is accessible to all children. An excellent range of play materials and furniture are provided, enabling children to play comfortably and freely move around to encourage self-discovery. Equipment and resources fully promote equality and diversity. Children confidently and independently help themselves to resources they want to play with, which helps to build their sense of belonging. The childminder promotes an understanding of the differences that exist in people by using everyday activities to stimulate discussion. She actively evaluates the setting to see if there are ways in which she can enhance an area to provide children with better opportunities.

The childminder develops excellent relationships with parents to support her in meeting children's individual needs, which securely promotes consistent care and inclusion. Individual needs are very well met as she has high regard for the requirements of parents and their children. Parents receive a wealth of information about the setting prior to their child attending. She involves them in their child's continuous learning and development as children develop and their needs change. She provides parents with an in-depth assessment of their child's progress after three months of attending so that they are aware of the stage of development their child is at. This is used as a basis to further develop their child in all areas of learning. Parents are encouraged to be involved and support their children's learning by reviewing their child's assessment records, which are used as a reflective tool for discussion about further development. Parents are kept informed about topics and activities children participate in through regular newsletters. The childminder further enhances parental participation in children's learning by actively encouraging them to join her with their children in monthly outings to places of interest, linked to current topics of interest. Parents have taken their children to the airport, Chinese restaurant and 'Tropical World' and, together with the childminder to experience real life situations. Hence, children's understanding of their learning is greatly enhanced.

At present, minded children do not have any additional needs. The childminder understands the importance of working with different agencies in order to meet the specific, individual needs of such children. Parents of young children with English as an additional language have expressed their wish in using English as the main language for their child's learning. Children attending also use other settings,

such as school nurseries, which provide the Early Years Foundation Stage. The childminder has visited these settings and obtained plans of their activities, which she has incorporated into her own plans for consistency in children's learning. For older children moving onto their first schools, the childminder has visited the schools to meet the teachers. She plans to take children's assessment records to the teachers so that they are aware of children progress towards the early learning goals. She plans to organise for the teachers to visit children in her own setting so that they are aware of their learning background.

The childminder successfully monitors and evaluates her provision together with her assistants as she strives for continuous improvement. She realises that the process of self-evaluation and reflection is key to recognising areas for improvement. She values the views of parents and children as a necessary part of self-improvement. As part of being 'quality assured and accredited' with the local authority, the childminder receives regular monitoring visits in order to help maintain and improve her practice. She is very pro-active and identified areas for improvement are quickly addressed. Furthermore, she has accessed funding for improvements to the outdoor area, which enables free-flow access to all areas of learning, and resources such as a touch screen computer together with a large key board, a light box for viewing miniature insects contribute vastly to children's enjoyment and learning.

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

Children flourish as a result of the childminder's skilful and competent ability to promote their learning and development through play which is both child and adult led, but predominantly child led. They enjoy a vast range of activities that are based on their individual interests, preferences and abilities. The childminder successfully implements the Early Years Foundation Stage framework and meets both the welfare and learning requirements for every child in her care. She plans interesting and challenging activities and experiences to accommodate their differing abilities. She provides extensive opportunities for children to learn through play and makes both structured and random observations of individual children to meet the full range of their learning needs. The childminder uses children's assessment records to measure their individual progress across all areas of learning and to aid plans for their next steps towards the early learning goals. The childminder plans activities loosely as children have their own agenda and are encouraged to develop their learning on their own pathway. Therefore, children are sailing towards the early learning goals due to sensitive systems which ensure highly positive outcomes for all children.

Excellent consideration is given to ensuring that children understand the importance of adopting a healthy lifestyle. Parents are encouraged to promote healthy eating as they provide packed meals for their children. Children eat plenty of fruit throughout the day and independently drink water as they are aware of the need to drink plenty of water to maintain a healthy body. Children learn to brush their teeth after breakfast as the childminder has a 'gold award' for 'first steps to healthy teeth'. Children are given a good level of encouragement to develop good

personal hygiene to wash their hands after using the toilet. The childminder and assistants ensure that hygienic practices are followed when changing nappies and disposing them. Children are encouraged to use music and movement as a fun way of keeping healthy, listening to music from around the world, using different musical instruments and learning about festivals and celebrations in other countries and cultures. Children eat foods from different cultures as part of their experience in enjoying the celebration of the differences that exist. They learn to understand that people have different needs, views, cultures and beliefs. They enjoy playing with a comprehensive range of resources that reflect positive images of diversity, including realistic dolls and small world people portraying various cultures and people with disabilities.

Children are very well prepared for the next stage in their lives. They are articulate because they are encouraged to talk about their experiences, describe what they are doing and to ask and answer questions. Their emergent writing and appreciation of print are fully supported so they relish the many opportunities for mark making, enjoy learning about letters and sounds, and love books and stories. Children are resourceful and think critically. They competently use numbers for counting or for solving simple problems and have a sound awareness of colour, shape and size. Information technology is used successfully to support children's skills and understanding. They have use of a touch screen computer with age-appropriate educational games, digital cameras and electronic toys.

The childminder encourages children to be active learners, using a wide range of activities and her skill of interacting and extending their development through play. Children enjoy constructing and modelling with a wide range of materials and younger children enjoy exploring texture and form through the natural materials provided. The childminder attends other local childcare groups and visits places of interest with children, successfully extending their learning opportunities and increasing their knowledge of the local community. Children are taught about the importance of fresh air. The outdoor area is an extension of the indoor area with a very good range of resources clearly labelled so that children can play freely whilst having opportunity to develop in all areas of learning. Children learn about the natural world as they grow carrots, tomatoes, raspberries and flowers. They touch and smell the different types of herbs. They patiently observe the growth of caterpillars into chrysalis and finally release the butterflies. Children are taught how to keep themselves safe as they understand the boundaries within the home and listen well to the advice and guidance they receive. They learn about road safety and to be cautious around strangers. Children are well-behaved, friendly and sociable. They learn good manners and are developing skills, such as becoming independent in all aspects of their daily lives which contribute to preparing them for the future.

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	2
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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