

Inspection report for early years provision

Unique reference number	EY338007
Inspection date	14/04/2010
Inspector	Jane Elizabeth O'Callaghan
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 2006 and lives on the outskirts of Mirfield. The whole of the ground floor of the childminder's house and the upstairs bathroom are used for childminding and there is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and on both parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time and has 10 children on roll. She is currently providing care for six children in the early years age group and three in the compulsory childcare group.

The childminder collects and takes children to local schools, visits parks, toddler groups and other places of interest.

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.

The childminder is highly motivated and very effectively promotes the children's welfare and learning through her excellent knowledge of the Early Years Foundation Stage. The children are thriving as the childminder has a secure understanding of their individual needs and an ability to promote their learning in an enjoyable way through child-initiated play and stimulating activities in an inclusive environment. The children's health, safety and well-being are given the highest priority, underpinned by policies, procedures and accurate record keeping. Partnership with parents is a key strength as they are kept well informed about their children's achievements and contribute to the observation and planning process. The childminder has very good links with other providers delivering Early Years Foundation Stage for children in her care.

What steps need to be taken to improve provision further?

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

- continuing to develop the self-evaluation process.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of how to protect children, and recognises that this is her first priority. She is vigilant, aware of the signs and symptoms of possible abuse and knows the appropriate procedures to follow should she have concerns about a child in her care. High priority is given to

ensuring that children remain safe in the childminder's home. An effective range of safety devices, such as safety gates, socket covers and smoke alarms are fitted throughout her home. The childminder undertakes rigorous risk assessments to ensure hazards are minimised, in the home, outside and for all outings undertaken. These are done daily, recorded and also dated along with when they will be reviewed. She also has a record of visitors to her home and checks all personal identification. The children feel totally at ease in the suitably maintained, safe and secure surroundings and move around with great confidence. There are well organised comprehensive policies and procedures in place that fully support the childminder in giving the utmost priority to protect all children, promoting their well-being and supporting them to develop to their full potential.

The childminder's professional manner and strong commitment to working in partnership with parents helps to establish excellent relationships. Parents are kept very well informed about her service and their child's achievements and well-being through highly effective channels of communication. For example, a family brochure, prospectus with all policies in and photographs of their child engaged in activities. The childminder regularly seeks parents' comments about her service and has revised her feedback form to take account of the parents' preferences about how they wish to share their views. Parents speak highly about the progress their children are making and describe the childminders' service as 'outstanding'. The childminder is highly committed to working in partnership with a local school and pre-school that is involved in the children's care and education. She takes a lead role in establishing an effective working relationship, which successfully promotes the children's welfare and further extends their learning experiences.

The childminder has effective systems to help her self-evaluate, although she is just beginning to use the Ofsted self-evaluation form to analyse her strengths and reflect on areas for further improvement. Recommendations made at the last inspection have been successfully met to support the continuous improvement of her practice. The childminder regularly invites feedback from the children and parents on her service and is proactive in improving her knowledge and understanding of childcare practices by attending training courses and reading relevant childcare literature. For example, she has recently attended a course on safeguarding, empathy dolls and several courses relating to the areas of learning.

The childminder has a strong commitment towards promoting equality and activities are adapted to enable all children to participate. A multi-faith calendar is on display to help promote an inclusive environment and enable all families to feel fully valued. She offers children a wide range of resources to fully support inclusion and how they learn about the wider world and local community. For example, children have dolls from different backgrounds, books and jigsaws that depict all areas. This ensures that children develop their knowledge and understanding of the world around them.

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

The children are happy and exceptionally well settled. They develop deep trusting relationships with the childminder, her family and the older minded children. Her dedication to working with parents to meet children's individual care and learning needs means that they soon feel part of her family and make excellent progress. The children are proud of the praise and encouragement they receive for their efforts and behaviour and are therefore highly motivated in their play and development. The children know that they are welcomed and their individuality is valued by the childminder, she displays their work proudly around the provision and they enjoy seeing the photographs of the fun times they have with their friends. Young children are genuinely interested in the wide range of stimulating resources. For example, the children are keen to make sticking pictures and cards for their parents, using a vast selection of creative materials. The younger children play harmoniously together as they try to build a house with the small building bricks and when struggling they ask the more able children to help them. The childminder is proactive in her interactions with children and helps them when they count how many spots the dinosaurs have and calculate which one has more spots. The children name the dinosaurs confidently pronouncing the difficult names of them. The learning environment and selection of resources available offer a range of stimulating and motivating play and learning experiences across the six areas of learning and space is well organised. Children engage well in small world play, pushing the cars along the carpet and putting the matching colours in the appropriate places to complete the pictures. The children have lots of opportunities to develop their physical skills, through a wide range of outdoor activities. For example, a trampoline, slides, climbing frame, push along toys, scooters and various ball games. The childminder also ensures that they go on a very good range of outings, to various places of interest, toddler groups, farms and local parks. This ensures also that children are developing their social skills through mixing with a variety of age groups.

The childminder records very in-depth observations in children's profiles, which are supported with lots of photographs and art work and all clearly linked to the areas of learning. The childminder's planning is very flexible in order to meet all the different needs and stages of development for all children. She also ensures that parents have regular access to the informative profiles. For younger children she also completes a daily record of their day with her.

The excellent provision of healthy and nutritious meals and snacks, planned effectively in the displayed weekly menu, accessible drinks and extensive opportunities for fresh air and exercise fully promotes children's all-round good health. The children additionally learn about a healthy lifestyle by being encouraged to brush their teeth after meals and when washing their hands have individual towels and soap accessible. The childminder at present has a theme running about why it is good to eat healthily and has various posters displayed and talks to children about a healthy diet. The children's safety is an extremely high priority. Comprehensive and systematic policies, procedures and risk assessments very effectively underpin the excellent precautions used at home and on outings.

The childminder encourages children to take part in regularly practised and recorded fire drills. The children are keen to explain how 'we pretend there is a fire and ring for the fire service and wait outside for them to come and make it safe for us'. The childminder also ensures that children are very aware of road safety, when walking to and from outings. The children's behaviour is very good, the childminder sets clear boundaries. Children share the resources and the time of the childminder, responding well to gentle reminders to share or take turns. Older children are aware of the house rules through discussion and are displayed for them to see. The childminder is a good role model, consistently praising and encouraging the children building on their self-esteem.

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

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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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