

Inspection report for early years provision

Unique reference number	EY360130
Inspection date	08/02/2012
Inspector	Jane Wyncoll
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 2007. She lives with her husband and children aged 14, 12 and seven in Chickenley near Dewsbury. The whole of ground floor of the home is used for childminding and children use the bathroom and a bedroom on the first floor. There is a fully enclosed garden to the rear of the property and a secure paved area at the front of the house for outside play. The childminder is assisted at times by her husband and her sister, who help with the care of the children. The childminder is able to take and collect children from local schools and pre-schools. The family have a pet cat.

The childminder is registered to care for a maximum of five children under eight, of whom no more than three may be in the early years age range. When working with assistants she may increase the number of children she cares for accordingly. There are currently five children attending who are within the Early Years Foundation Stage, some of whom attend on a part time basis.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are confident, enthusiastic and exceptionally well cared for in a stimulating and creative environment both indoors and outdoors. Children make excellent progress because the childminder and her assistants skilfully support them in exploring an extensive range of imaginative learning opportunities across all area of learning. Thorough systems, policies and procedures are in place to keep children safe and support their well-being. Highly supportive partnerships are built with parents and other professionals so that every child's individual needs are met successfully. Reflective practice and regular self-evaluation is firmly embedded as the childminder constantly strives to develop and improve outcomes for 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:

- develop the ways in which adults get further involved in the thinking process to support and challenge children to think critically.

The effectiveness of leadership and management of the early years provision

Appropriate Criminal Records Bureau checks are carried out and safeguarding training is undertaken by all the adults. The childminder has a comprehensive knowledge of the policies and procedures to follow should there be concerns about children. The childminder provides extremely well-resourced and attractive areas for children to play, both indoors and outdoors. Children move around purposefully and confidently. They are supported in a calm, reassuring and sensitive manner as they inquisitively explore the fantastic resources available. Safety measures are a high priority around the home with comprehensive risk assessments and regular checks which keep children secure both in and outdoors. All required policies, procedures and records are effectively implemented, reviewed and shared with parents and assistants. The childminder and her assistants all hold paediatric first aid certificates and any minor accidents are treated and recorded in detail so children are protected especially well.

The childminder is dedicated to evaluating and developing her practice. This process draws on the feedback she obtains from parents and the regular discussions she has with children to identify ways to meet their needs and wishes. Recently she has developed the outside front area so that the children have a place to ride bikes and play when the grass is too muddy. She makes full use of opportunities to access funding and training through the local authority for herself and her assistants. This enables her to continuously enhance her high quality resources and develop her knowledge of child development. She is currently working towards providing funded places for nursery aged children. The childminder and her assistants share their knowledge and expertise to enhance children's outcomes. For example, they use invaluable strategies from the 'Butterfly' project to support children's behaviour positively and effectively. The childminder has developed an extensive range of resources which celebrate diversity and help children learn about differences. This enables her to fulfil her equal opportunities policy and ensure no child or family is discriminated against.

Parents enthuse about how their children 'thrive in the childminder's care'. They praise the prolific and informative communication they receive about their children's progress and welfare. Parents say they greatly value the advice the childminder shares with them. For example, innovative practical ideas for supporting their children's counting and literacy at home help their children make great progress and develop confidence. Photos, displays and wipe clean boards in the playroom provide instant feedback from the day about what children have achieved. The childminder obtains a wide range of information from parents when children start and throughout their time with her. Consequently, she sensitively adapts routines and approaches so children are settled and content. She effectively supports the needs of individual children by accessing support from a range of professionals including a local parent programme when necessary.

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

Children are making excellent progress because the childminder understands their learning and development needs. She knows the children exceptionally well and makes precise insightful observations whilst they play. These are accurately matched to the Early Years Foundation Stage learning goals and used to identify children's next steps. Children are confident and inquisitive learners who make independent choices from the appealing resources which are invitingly stored. They develop exceptional early number recognition skills as they play shops checking the price tags and use coins to pay for the items. The childminder skilfully interacts with the children so they develop and extend their knowledge of the different types of foods as they talk about sweet and sour tastes. Talking about their play, singing songs, moving to music and sharing story books are a part of everyday play and activities. Consequently, children develop excellent language and vocabulary. They learn about the world around them as they play with the small world winter scene and paint snowy pictures. Children dress up in woolly hats and scarves and talk about how the different materials will help keep them warm. Babies explore wonderfully rich treasure baskets and sensory resources.

Learning about keeping safe is skilfully incorporated throughout their play. For example, when they make a picnic for the dolls they use play knives to cut the foods and are reminded how to use these safely. As they go upstairs they talk about keeping the babies safe. They take part in fire drills and road safety games so they can respond successfully in emergencies and when out and about. Healthy lifestyles are promoted exceptionally well. The children learn about the different foods as they play. They help choose menus from a range of healthy snacks and home-cooked meals. Children learn to wash their hands effectively from picture charts and know they are getting rid of germs. Cleaning teeth is practised with the children and dental hygiene charts are taken home to complete. The childminder provides waterproof clothing so that children have access to the garden and outdoor play whatever the weather. They enjoy exploring the large sandpit, using wheeled toys and playing in the playhouse. Regular trips to parks, toddler groups and activity outings ensure they gain a wide range of physical skills and learn about the importance of being active.

Developing children's independence and self-esteem is a priority for the childminder. Children behave consistently well. They are encouraged to persevere and succeed through praise as they try to dress the dolls, or make their first animal sounds. They use a photo book to make their own decisions about what resources to choose. Children learn a great deal about other cultures and differences. They use Chinese play foods in their dolls' picnic and talk about the activities they took part in at Chinese New Year. They learn about inclusion through play as they make sure the doll that uses a wheelchair can join their picnic. The childminder has extensive personal links with the local school and nursery. This means that children become familiar with the school environment and staff which enables them to transfer successfully. They use a wide range of technological toys such as a talking cash register and music player. Therefore, they develop excellent skills to help them with their future learning.

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
--	---

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

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
--	-----