

Inspection date

14/02/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- The childminder has excellent secure attachments with children. She gives children outstanding care and support, which promotes children's independence and develops their natural abilities.
- The childminder is highly skilled and has many years' experience. She has an outstanding knowledge of the Early Years Foundation Stage and uses this to expertly support children with their individual needs.
- Purposeful relationships with parents and other professionals support children receiving a consistency of care which results in highly motivated and confident children.
- Highly comprehensive use of self-evaluation and assessment ensure that practice is constantly being developed to help children progress extremely well through the early learning goals.
- All children are settled and motivated, exploring their surroundings and resources with enthusiasm and an extremely positive attitude to learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with the childminder and her co-minder throughout the inspection.
- The inspector looked at children's development files to ascertain children's progress in achieving the early learning goals.
- The inspector looked at documentation, policies, procedures and self-evaluation processes to ensure that they supported quality outcomes for children.

Inspector

Elisia Jane Lee

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is a co-minder, with her mother, and cares for children from her mother's home in a house in Ossett, West Yorkshire. They use the name Kool Kidz Care. The whole of the ground floor of the property, a first floor bathroom and a rear garden are used for childminding.

The childminder attends a childminder group and the local children's centre. She visits the local shops, parks and library on a regular basis. She collects children from the local schools and pre-schools.

There are currently four children on roll; two are in the early years age group who attend for a variety of sessions and two are school-age children who attend before and after school. The childminder provides care all year round from 8am till 6pm Monday to Friday except for family holidays.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance communication methods and build on existing partnerships with schools to support children's transitions. For example, develop a transition document.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder has a superb knowledge of the Early Years Foundation Stage, having worked many years in childcare, and uses this exceptionally well to support children in their learning and development. The first class environment is extremely well set out, with designated areas of learning. This enhances children's learning and development as children are able to access resources, which superbly promote all areas of learning. For example, children make models using recycled materials. They independently choose their own resources discussing the different sizes, shapes and colours of a wide variety of art materials. Independence skills are further promoted through using tools such as glue sticks and scissors. The childminder supports children's language exceedingly well by asking children to think about their model and how they will best achieve their creative ideas. Children have a love of exploring materials and learning; one child comments 'I am just so excited'.

The environment is bright and inspiring, significantly enhancing children's learning and engaging them in play. Children are extremely confident and enjoy accessing the environment and the rich and varied resources with enthusiasm. The outside area is well thought out. It contains a 'farmyard area' which houses life size models of different farm animals. Children delight in talking about the animals and thinking about their similarities and differences. A wooden gazebo, which children have to use to enter the premises houses bright engaging displays. Each child has their own display board to share news and

photographs with their friends. A wealth of information is available here for parents about the Early Years Foundation Stage and how they can promote learning in the home. The childminder puts long term plans into place which identify a focus to learning. Planning is completely flexible and activities are based on children's natural interests and level of inquisitiveness. Activities support children's next steps in their learning, which ensures that children progress extremely well through the early learning goals. For example, children use a laptop computer and associated learning software, discussing colour and size and how best to use the computer mouse to complete each section of the learning activity. Resources are stored on open shelving and low-level units, allowing children free access as they make independent choices in their own play. For example, children negotiate play with their peers choosing to play with a train set; they build a track while considering which pieces fit together and what shape they would like the track to be. There is a superior range of quality age and stage appropriate resources to meet the needs of all children.

Systems for observation and assessment are rigorous and clearly identify children's next steps in their learning as they work towards the early learning goals ready for school. Children are assessed against a development tracker every month; this allows the childminder to have current and up to date knowledge of children's individual development needs. Parents contribute to children's development files by undertaking observations at home; passing on information about activities undertaken at the weekend and sharing family photographs. The childminder undertakes baseline assessments completed on entry and forges close partnerships with parents by completing an 'All about me' book prior to starting at the setting. These help to identify children's developmental starting points on entry and allow a consistent approach in supporting children's individual needs as they develop across the prime and specific areas of learning. Parents are kept very well informed of their child's progress through effective settling-in procedures, daily diary sheets, regular meetings and daily verbal feedback.

The contribution of the early years provision to the well-being of children

The childminder gives extremely high priority to children's safety. While on trips and outings children wear fluorescent jackets so that they can be seen, discuss road safety issues and stranger awareness and use age-appropriate car safety seats.

Children develop an excellent understanding of the importance of exercise through a very wide range of physical activity. This includes daily access to the outdoor area, daily walks in the local environment and music and movement sessions. Children develop a superb knowledge of healthy eating through discussion and being involved in food preparation. For example, children visit the local market to purchase fruit for snacks and the supermarket to purchase food for lunch. This allows children to appreciate making healthy choices and explore where food comes from. Children actively contribute to lunch time, for example, by making their own pizzas using fresh vegetables. Menus are developed through discussion with parents and take into account dietary needs and children's likes and dislikes. Children take part in weekly baking sessions where they bake biscuits and cakes, this promotes children's personal, social and emotional development as they explore using tools from everyday life.

Children express emotions and feelings through their play. For example, children play 'superheroes' in the role play area. They ask the childminder to join in with their play and become animated and excited as they use their imaginations and use their 'superhero powers' on the childminder. There is a consistently high emphasis on building caring and appropriate relationships. The childminder is an inspiring role model and builds superbly warm relationships with children. Children behave exceptionally well in the setting. This is because the childminder is consistent and offers clear explanations. For example, the childminder explains to children why they should not fight with one another as they explore different scenarios through role play. She uses a variety of strategies to support children's self-esteem and confidence. For example, children receive stickers for good behaviour which they independently add to their individual star chart. This provides visual reinforcement for each child and supports children to be highly motivated to achieve.

Children learn about their own and other cultures and beliefs because they celebrate birthdays and a range of festivals together. Celebrations are programmed into planning which allows children to consistently explore different cultures and celebrations throughout the year. Children undertake a range of excellent activities to support their understanding of Mothers' Day, Easter, Holi, Christmas, Eid, and Diwali.

Children are very well prepared for the next stage in their learning as the childminder has embedded relationships with other providers. She meets with teachers from the local school every term to discuss planning ideas and children's developmental stage. This allows a consistent approach to support children's individual needs. In addition, she prepares children for transitions by reading stories, discussion and role play which further helps to fully prepare children for change. Current systems do not allow for a transition document or record of transfer to support children who attend schools where partnerships are not as well established.

The effectiveness of the leadership and management of the early years provision

The childminder gives utmost priority to offering a secure environment for children. She has a superb understanding of local safeguarding procedures which means that children are safeguarded and well protected in the setting. The childminder has attended safeguarding training and is well informed about child protection and who to contact should she have a safeguarding concern. Highly comprehensive systems are in place which enhance safeguarding practice. For example, the childminder ensures any work undertaken on the house is completed when children are not in attendance and she understands the common assessment framework system which supports children and families who may need specific targeted needs or interventions. Parents are well informed about safeguarding procedures and are kept updated if practice or documentation is further developed or adapted. The childminder has contingencies in place should she be unable to care for children due to an emergency.

The childminder offers exceedingly high levels of quality care to children and families. She makes constant improvements through engaging in self-evaluation and by reviewing her

procedures. She works closely with her co-minder and assistant to ensure that children's care, learning and development needs are consistently promoted by all staff in the setting. She works closely with others to develop and refresh her knowledge, such as local authority advisors, other childminders and teaching staff. The childminder identifies areas of improvement, develops action plans and monitors the impact of any improvements and changes that she makes. Parents' and children's views are taken into account through questionnaires which helps her in ensuring that the service she offers meets parents' and children's needs. Older children's comments are extremely complimentary and include, 'I love spending time with my childminder'. Parents' comments are similarly complimentary, including, 'the combination of a family home, run by family, with all the facilities of a nursery' and, 'I cannot say enough about the continued commitment that is given to children's learning and development'.

Robust planning and assessment procedures are firmly embedded in practice. Children's developmental stage is assessed every month which allows the childminder to have current knowledge of children's needs as they work towards the early learning goals. The childminder plans activities which provide optimal challenge for children so that opportunities for learning and development are significantly enhanced. Children have built up extremely warm relationships with the childminder and the co-minder and are confident, eager learners. They invite adults to join them in their play and build their confidence and self-esteem through positive praise consistently given by the childminder. The childminder has purposeful partnerships with other professionals and parents which superbly promotes children's needs being exceptionally well met. Overall, the childminder creates a dynamic environment where children's needs are uppermost and where children are exemplarily engaged in learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.

Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY440605
Local authority	Wakefield
Inspection number	799626
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	4
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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