

Inspection report for early years provision

Unique reference number	EY359399
Inspection date	07/03/2012
Inspector	Paula Fretwell

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 2007. She lives with her husband and three adult children in Halifax. The whole of the ground floor is used for childminding. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the childcare register. There are four children on roll in the early years age group.

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.

Children enjoy excellent standards of care in a vibrant, welcoming and inclusive setting in which they fully participate. Personalised and motivating experiences enable children to make excellent progress in all areas of learning. Superb relationships are established and maintained with all children, parents and other professionals. Monitoring and evaluation systems are robust, continuously improving the setting's effectiveness and fully promoting 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:

- reviewing the policy about administering medication, so that it is in line with the statutory guidance for promoting children's health.

The effectiveness of leadership and management of the early years provision

Robust and rigorous safeguarding procedures ensure children are thoroughly protected from harm. The childminder has excellent up to date and comprehensive knowledge of how to protect children in the event of a safeguarding concern or allegation, with all necessary contact numbers readily accessible. Children are fully informed and included in the inspection process and introduced to the inspector so that they feel reassured in the presence of an unfamiliar adult. Rigorous risk assessments and practice ensure premises are free from hazards and children have an excellent awareness of safety issues, clearly demonstrating how to keep themselves safe. For example, they explain that there are mats on the decking outside so it is not too slippery. In play they confidently discuss the importance of wearing seatbelts in the car. Reminders, with explanations, help children learn to stay safe. For example, why it is important to swallow their food before talking. All documentation, policies and procedures are meticulously organised, thoroughly reviewed and are highly effective in supporting the childminder's service.

Excellent resources are superbly organised and children are active learners and decision makers, making maximum progress towards the early learning goals in all six areas. Children show respect for resources as they autonomously help themselves to what they need. Regular access to the outdoor area enables children to expand upon their learning. The childminder is highly committed to promoting equality and diversity, recognising how each child is unique in all aspects of the provision. She is extremely enthusiastic, passionate and involved in her work and totally dedicated to helping all children achieve positive outcomes. The childminder is aware of the importance of establishing collaborative relationships with other professionals if children attend other settings. The childminder improves her professional knowledge and expertise through seeking regular training and through excellent links with other professionals.

Children are fully consulted, respected and included in all aspects of their welfare, learning and development, giving them choices about all matters affecting them. Partnerships with parents are excellent and are highly conducive to children's well-being. Parents are kept fully informed about their children's progress, with their developmental profiles regularly shared. Parents comment that they are 'extremely happy' in the 'welcoming setting' that 'feels like home'. Informative questionnaires completed by parents rate the childminder very highly, with most awarding ten out of ten. Furthermore, parents are invited to share their children's interests so that the childminder can plan for their individual needs. Highly reflective practice fully promotes continuous improvement of the setting as the childminder successfully monitors and evaluates the quality of the provision, accurately targeting aspects she would like to develop, such as the provision of a covered area to enhance outdoor play.

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

Children demonstrate an excellent sense of belonging within the setting, fully supported through close and caring relationships with the childminder. They are extremely happy and confident in the vibrant, child-centred learning environment and as a result make outstanding progress in relation to their starting points and capabilities. Children play an active role in their own care and learning; they are fully autonomous and their play is an excellent balance of adult-led and self-chosen challenges. The childminder provides consistently meaningful learning opportunities in planned and spontaneous ways, indoors and outdoors. For example, planning for children is individual and based upon their personal preferences and abilities. Children enjoy learning about springtime and they talk about baby animals and show off their interactive display. They talk about changes in the weather and know that water outside becomes ice when it was really cold. Children become fully engrossed in small world imaginary play as they use the farm characters. They involve each other in domestic role play as they care for their babies. Excellent opportunities for children's language are promoted through many animated stories and children snuggle on the sofa with the childminder. They join in with repeated refrains and the childminder emphasises sounds and new vocabulary in stories, rhymes and skilled conversation. Children socialise with others at local groups as well as enjoying trips to exciting places further away. The

childminder supports children's learning through excellent quality of teaching, knowing when to join in and when to observe their play. Incidental opportunities for children to learn are incorporated into the daily routine. For example, they count how many plates they will need at snack time and help to get these ready, learning concepts, such as one more.

Children demonstrate excellent knowledge of personal hygiene routines and they know when and why they wash their hands, showing high levels of independence in their self-care. Fresh air and exercise is an integral part of the children's routine and learning opportunities are maximised outdoors in the garden or on walks locally. Children love to investigate and they excitedly report on changes to the sand when they add some water. Healthy eating is fully promoted and the childminder has an excellent understanding of each child's individual dietary requirements, working very closely with parents at all times. Children make healthy choices; they help themselves to drinks and choose from a wide range of fresh fruit at snack time. They are well informed about healthy living, learning about food through discussion and activities, such as growing vegetables and herbs. Mealtimes are delightfully sociable, as children sit together to chat about their food and what is good for them. For example, they say that milk is good for making strong bones and teeth. Opportunities for learning are maximised as children demonstrate lovely manners in their conversations with one another and with the childminder. They politely ask if they may leave the table and say thank you for what they have eaten. The childminder works closely with parents to manage children's good health and all signed consent is in place for the childminder to give medication. However, this occasionally includes non-prescription medicine other than pain relief and is not in keeping with in the statutory guidance for administering medication.

Children's behaviour is commendable. They demonstrate extremely high levels of self-esteem and confidence, expertly negotiating and communicating with the childminder and each other. Children know the boundaries for expected behaviour and they are confident in their daily routine. Children are proud of their artwork on display and their photographs in the setting and enthusiastically show these off. Children proudly talk about why they have had a sticker, such as for good listening. The childminder abundantly praises and encourages positive behaviour and fully supports children in building relationships with each other, acting as an excellent role model for them to follow.

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
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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	2
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

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