

Inspection report for early years provision

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| Unique reference number | 303521 |
| Inspection date | 12/11/2008 |
| Inspector | Helene Anne Terry |
| Type of setting | Childminder |

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered since 1992. She lives with her husband, who is also registered and two of their teenage children. The family live in a terraced property in Brighouse, West Yorkshire. Access to the childminding facilities is via the rear entrance. Areas of the home used for the children include the dining room, conservatory, lounge and bathroom on the first floor of the property. The rear garden is used for outdoor play.

The childminder is registered to care for a maximum of six children at any one time. At present she has eight children on roll between the ages of eight months and 10 years; most of whom attend for various sessions throughout the week. The childminder takes children to and from the local school. This provision is registered by Ofsted on the early years register and the compulsory and voluntary childcare register.

The childminder regularly attends toddlers groups and is a member of the National Childminding Association. She is a mentor for new childminders in the area and has also attained quality assurance with the local authority.

Overall effectiveness of the early years provision

Children are cared for in a safe, secure and very well organised, stimulating environment where the childminder knows each child extremely well as an individual. Children's needs are met well through effective communication with parents. The support the childminder provides for children's learning and development helps children make good progress across areas of learning. All children are fully included in all activities, as the childminder is skilful at adapting the task and equipment to suit all needs. The childminder is committed to developing her role and has good systems in place to monitor her practice successfully.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop planning arrangements to clearly cover all six areas of learning
- continue to develop links with all other settings providing for children in the Early Years Foundation Stage.

The leadership and management of the early years provision

The childminder has very effective systems in place to monitor and self evaluate the quality of the service she offers to children and their families. She receives good support from the local authority's development workers and is quality assured. She promptly acts on advice given and includes parents' views in her self

evaluation. She regularly reviews her practice to ensure that improvements are made where necessary. For example, she has identified that she wishes to attend training to improve her skills planning for individual children. The childminder has effectively addressed recommendations made at the last inspection to improve the organisation of the setting.

The childminder promotes positive partnerships with parents and carers. She provides them with clear information about the setting, which includes written policies and procedures. Parents are included in the initial assessment of their child and regular discussions ensure that continuity of care is offered. Information is shared through regular discussions, daily diaries and progress reports. The childminder is beginning to build links with other professionals involved with the children to enhance their progress.

The childminder is committed to developing her role through training and gaining qualifications. She has a level 3 qualification in childhood studies and regularly attends courses and workshops to develop her knowledge and understanding of various aspects of caring for children, such as inclusion, safeguarding children and 'learning journals' for the children.

The safeguarding procedures in place ensure that the children are very well protected. The childminder is confident in implementing the Local Safeguarding Children Board procedures in the event of allegations of abuse. All adults in the home are suitably vetted and children are never left alone with adults who have not been vetted.

The quality and standards of the early years provision

Children play and learn in a welcoming, calm environment where they develop confidence and independence, making excellent relationships with their childminder and each other. The childminder has a good understanding of the Early Years Foundation Stage and uses this to informally plan a broad range of interesting activities and experiences, both inside and out, which encourage children to make good progress as they learn through purposeful play and exploration. She makes effective use of her observations of the children's achievements to plan their next steps in development. However, planning does not consistently cover all areas of learning rigorously and compromises the childminder's ability to prevent gaps in children's learning. The play areas are effectively organised so that children choose freely from an extensive range of resources. As a result, they build their independence and self-esteem. Children receive very positive interaction from the childminder who talks with them as she supports their activities encouraging them to think, recall and solve problems. For example, young children are encouraged to match bricks of the same colour and name the animals in the zoo.

Children behave extremely well owing to the childminder's positive approach to behaviour management. Children show pride as they are awarded stickers for toilet training and accomplish building the bricks. Children learn about living a healthy lifestyle through the good example set by the childminder, planned activities and discussion. They have daily opportunities for outside play and are involved in

growing their own vegetables. They enjoy being creative as they paint, make models and do collages.

Children enjoy an extensive range of outings where they develop social skills, meet other people and explore their local area. They learn about life cycles of plants and trees and explore the insects as they play in the fields. Visits to places, such as farms and country parks mean that children's curiosity and observation of changes in nature is encouraged as they explore in a safe environment. Children also learn about staying safe as they practise a safe routine for crossing roads and take part in regular fire practices in the home. The childminder's regular contact with other childminders means that children get to know other children and develop trust in familiar adults.

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

Overall effectiveness

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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

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| 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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.