

Inspection report for early years provision

Unique reference number	303551
Inspection date	04/11/2008
Inspector	Shazaad Arshad
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 1994. She lives with her husband and two children aged 16 and 13 years of age. The family live in Northowram, a suburb of Halifax, West Yorkshire. The house is situated within walking distance of local amenities, such as schools, shops and public play areas. All ground floor rooms are used for childminding purposes, the children do not access the first floor of the home except to use the bathroom. There is an enclosed rear garden which is used for outdoor play. The family have a cat.

The childminder is registered to care for a maximum of six children under the age of eight years at any one time, and this includes three places for children in the Early Years Foundation Stage. The setting also makes provision for older children, which is registered on the voluntary and compulsory parts of the Childcare register. The children occupying these places share the same facilities as the children in the Early Year's age range. The childminder is currently caring for six children, of whom two are under the age of five years. The children all attend on a part-time basis.

The childminder is a member of the National Childminding Association and Calderdale's Children Come First Network. The childminder has the NNEB qualification.

Overall effectiveness of the early years provision

The childminder provides a secure and welcoming environment for children and their families. She supports inclusive practice by organising the daily routine to positively address the individual interests and developmental needs of the children. This is achieved by building close working relationships with parents and her clear understanding of children's development. Currently, the process of self-evaluation is being developed. The childminder promotes inclusive practice very well. Children access a good range of resources that promote diversity, and the childminder has an in depth knowledge on children with additional hearing needs. The childminder has a good capacity for further development and has completed vast amounts of relevant childcare training.

What steps need to be taken to improve provision further?

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

- continue the use the ofsted self-evaluation form as a basis of ongoing internal review
- liaise with parents to include them in planning the next steps in children's learning.

The leadership and management of the early years provision

The childminder has very effective systems in place to monitor and develop the quality of service to children. She has professional qualifications in childcare and works closely with the local authority and is quality assured through them. In addition, she has specialist skills to work with children with hearing difficulties. The home is well organised for children attending after school. The premises are secure and comprehensive risk assessments ensure that children remain safe indoors and during outings. Likewise, the procedures to safeguard children are robust, and the childminder has a secure understanding of the indicators of child abuse and neglect. She has attended safeguarding training, and is knowledgeable about the local safeguarding children procedures including the importance of keeping records. Good systems are in place to swiftly notify local child protection agencies of any concerns about children's welfare.

Numerous written policies and procedures underpin the daily operation of the setting; consequently, the childminder is well prepared to support the good health of children by preventing the spread of infection, and taking appropriate action when children are ill. Food and drink positively addresses individual health requirements and the childminder encourages children to make healthy snack choices.

The childminder spends time talking to parents and gathering information at the start of a placement. In addition, she uses a transition book as an aid to nurture good working relationships with parents and the schools. This enables her to learn about children's interests, plan appropriate activities mainly after school and implement a consistent approach to developmental issues in line with the schools. Parents have access to access to all of the necessary documentation and good systems are in place to meet regulations, such as requesting written permission to obtain emergency treatment or advice. In addition, she has taken positive action to promote partnership with parents by addressing the recommendation made at the last inspection. However, parents are not involved in the planning of the next steps in the children learning, as the system is currently being developed.

The childminder has a sound awareness of the provision and although the methods of self-evaluation are not fully developed, she is able to clearly identify areas for improvement. She is proactive and takes positive steps to address changes in legislation. For instance, the childminder has recently reviewed all of her policies and procedures, completed risk assessments and highlighted areas for further development, such as the use of observation and learning records.

The quality and standards of the early years provision

The childminder plans purposeful activities for children that provide worthwhile learning opportunities both indoors and outdoors. For instance, the children have daily opportunities to enjoy a broad range of activities, which contribute to their good physical health and emotional well-being. They have access to a variety of equipment and activities that are provided to interest and engage the children attending after school.

In the school holidays the childminder works in partnership with parents to plan exciting outings to local areas of interest and encourage participation in community activities. The children are strictly supervised at all times, but their inclusion and interaction with other people from the wider society helps to develop an understanding of how to maintain their own personal safety.

Children enjoy a wide range of activities and opportunities to enable them make good progress across all six areas of learning. The childminder knows the children well and follows their lead when informally planning activities and experiences that extend their learning. The childminder is currently developing systems for making transitional learning logs for each child based on information gained by talking to the school, and by operating along the same educational program.

The childminder takes positive steps to ensure that she encourages and supports play without applying excessive adult interaction, which stifles their creativity. For instance, as the children independently use a range of role play clothes, the childminder sensitively extends their learning. She achieves this by helping the children talk about their interest in fire engines and mechanical games. The children experiment with maps and placing the fire engines on them. The childminder interacts appropriately and uses perceptive questioning techniques to help develop their problem-solving abilities and mathematical awareness. She also initiates lively discussions about size, shape and balance in a friendly and informal manner; this successfully enhances children's use of language for thinking.

The children behave well because the childminder is consistent in her approach to behaviour management. They learn to take some responsibility for their actions and they readily use manners and help in the completion of small tasks such as tidying away the toys. The children demonstrate high levels of concentration in activities of their own choosing and they show excitement and pleasure when they receive praise for their accomplishments. There is a very good range of resources, including posters and toys that positively represent diversity in society. Children access these freely and as a result begin to develop an understanding and respect for people's differences and similarities.

The childminder has begun to implement systems to formally plan activities and assess children's development through ongoing sensitive observations. She recognises the benefits of working in partnership with others; consequently, she has started to take steps to ensure that activities and learning opportunities compliment those which the children obtain at school. For example, to enhance children's mathematical thinking the childminder works on the same educational program as the school.

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

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

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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

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

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

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

There have been no complaints made to Ofsted since the last inspection.

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.