

Inspection report for early years provision

Unique reference number	EY240906
Inspection date	06/11/2008
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2002. She lives with her husband and two children aged 13 and 14 years in a terraced property in Brighouse, West Yorkshire. Access to the home is via the front garden. Areas of the home used for the children include the dining room, kitchen and bathroom and two bedrooms on the first floor of the property. The rear garden is used for outdoor play. The family has pets including a cat, rabbit and guinea pig.

The childminder is registered to care for a maximum of four children at any one time. At present she has three children on roll between the ages of 19 months and two years; most of whom attend for various sessions throughout the week. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder regularly attends toddler groups and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder implements effective procedures to ensure that children's welfare and learning is supported well. She establishes good partnerships with parents to ensure that individual needs are met well. Overall, an inclusive and welcoming service is provided through routines, activities and resources. The childminder is beginning to make use of self evaluation to identify areas for development of her provision and shows a strong commitment to improving her practice through on-going training.

What steps need to be taken to improve provision further?

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

- use the observations of children to identify learning priorities and plan learning experiences for each child across all six areas of learning.

The leadership and management of the early years provision

The childminder is very proactive in accessing training to help her to continually improve her knowledge and skills. She has attended training on the Early Years Foundation Stage (EYFS) and has developed her practice to include observation and assessment to ensure that children are given good opportunities to develop and make progress. She has recently introduced systems for self evaluation of her setting and these are in the process of being completed. She constantly seeks the views of parents and children about the provision through discussion. She has recently updated all her policies and procedures that effectively underpin the setting and has addressed areas for improvement from her previous inspection.

Children benefit from the strong partnership between their childminder and parents. This ensures continuity of care and enhances their development. Information is exchanged on a regular basis through daily diaries, and discussions about routines and activities. Parents provide detailed information on their child's individual routine and current stage of development, which enables the childminder to meet all children's needs successfully.

Children are safeguarded effectively because the childminder has robust systems in place for security and safety. Daily visual safety checks are completed to ensure that children are cared for in a safe environment. Risk assessments successfully cover all aspects of the home, activities and outings. A safeguarding procedure is in place and the childminder ensures that she is up-to-date with child protection training and the Local Safeguarding Children Board procedures so that she can ensure that any concerns about the children in her care are addressed promptly. All adults in the home are vetted to further protect children.

The quality and standards of the early years provision

The children make good progress in their learning and development. Warm caring relationships are evident and children are confident to explore their environment and develop a sense of belonging. The childminder is well organised and spends the majority of her time engaging and playing with the children. Resources are plentiful and well organised so that age appropriate resources are easily accessible to children to enable them to become independent learners. Young children are given the space to move around and develop their physical skills. Children's work is displayed, which helps to promote their self-esteem and shows their work is valued.

The childminder completes effective observations and assessment of the children and she uses this information to informally plan for children's individual next steps in learning. Although written individual learning plans are not in place, the childminder knows the children well and follows their interests. She plans adult led activities to coincide with the seasons and uses these to supplement learning. However, plans do not effectively cover all areas of learning rigorously, which potentially leaves gaps in children's learning. Children are learning to share, take turns and be cooperative. They are beginning to be caring towards each other and enjoy caring for the family pets as they feed the rabbit, guinea pig and birds in the garden. They also enjoy developing independence skills when they choose activities to play with and tidy toys away. Children are developing language skills as they learn new words by looking at books and the childminder constantly talks with toddlers to enable them to link actions with words. They enjoy playing with shape sorters to build problem solving skills and recognise the names of different shapes. Children show interest in toys with buttons and simple mechanisms as they begin to understand basic information and communication technology. They enjoy lots of craft activities in the home and when they attend toddler groups.

Children are provided with a healthy, balanced diet taking into account parents' wishes. Parents provide packed lunches for their children and the childminder supplements this with snacks and drinks throughout the day. Records and

documentation are in place to ensure children's health needs are met. The childminder follows children's dietary needs with care to ensure their individual needs are adhered to. Good hygiene procedures for nappy changing and individual towels for hand washing limit the risk of cross-contamination. Children's health is further promoted through good opportunities for outdoor play. They enjoy playing on the bikes, slide and trampoline in the garden and going on outings to parks and play gyms where they develop coordination and their large muscles. Children begin to develop an awareness of keeping themselves safe, for example, they practise the emergency evacuation procedures and the childminder talks about safety in the home and safety when on outings.

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?	2
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
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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

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.