

Inspection report for early years provision

Unique reference number	EY293517
Inspection date	22/09/2008
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 2004. She lives with her husband and two children in a semi-detached 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 kitchen, lounge, conservatory and the bathroom on the first floor. 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 three children on roll between the ages of one 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 childcare register.

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

Overall effectiveness of the early years provision

The childminder meets the needs of the children within the Early Years Foundation Stage effectively. Children make good progress in their development and are happy and settled in the childminder's care. The childminder reveals through discussion and practice that she has a good understanding of inclusive practice, including meeting the needs of children with learning difficulties and disabilities. Children are active in their environment and learn to respect people's differences and similarities through outings in their community, activities and discussions. The childminder has a suitable awareness of the strengths and areas for improvement within her setting, and takes steps to address these to benefit children.

What steps need to be taken to improve provision further?

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

- further develop systems for planning activities and experiences, which are appropriate to each child's stage of development and that effectively cover all areas of learning

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that a record is maintained of risk assessments within the home and review these records regularly

20/09/2011

The leadership and management of the early years provision

The childminder has satisfactory systems in place to monitor and evaluate the care and education she offers for the children. Although she does not use a formal system for self-evaluation, through discussions she clearly identifies areas of the provision that are good and areas she wishes to improve. For example, the childminder has identified a weakness in the planning of the activities to enable her to meet the individual needs of the children in her care. She is addressing this by seeking further training. The childminder has addressed recommendations made at the last inspection by extending her provision that positively represents diversity in society, and as a result has improved aspects of inclusion for the children.

The childminder is committed to improving her knowledge and understanding of how children learn and develop. She attends regular training to update her skills and has a level 3 qualification in playgroup practice. Relationships between the childminder and parents and carers are good. Parents receive good information about the setting in the form of written policies and procedures and daily diaries, which contain information about the child's daily routine and activities. Parents also have access to children's development records. This ensures that parents are involved in the children's development and promotes continuity of care. Discussions reveal that the childminder has a good understanding of the need to work in partnership with other professionals, to ensure that children's needs are met well.

The procedures for safeguarding children are good, as a result children are well protected from harm. The childminder has the Local Safeguarding Children Board procedures to hand in the event of allegations of abuse. She has also attended training on this issue. All adults in the home are suitably vetted.

The quality and standards of the early years provision

Children are provided with good opportunities to make progress through all areas of learning and development. The childminder uses development records, in partnership with parents, to assess what children can do, and uses her observations of them to provide for their next stage in development. Although written plans are not in place, the childminder knows the children well and follows their lead when informally planning activities and experiences that extend their learning. However, this system inhibits the childminder's ability to fully cover each area of learning in breadth and depth to fully address the individual needs of the children.

The childminder motivates children very well and as a result they become engrossed in the activities. The children are happy and settled and respond to new experiences well. The childminder challenges the children to think and respond in their own words by using good questioning skills. For example, as the children play with the fuzzy felt boards and characters she asks the children where the hats and trousers are worn. She also encourages the children to show empathy for others. For example, a two-year-old child involved in role play states that the dolly is crying, the childminder asks the child 'What do we do when someone cries', the child gives the dolly a cuddle and the childminder, puts words to actions by stating 'We give the dolly a love'. Children are developing problem solving skills when they attempt to match shapes and figures on the inset boards and ring shape sorter. They are also

beginning to learn to count as they count the animals on the farmyard. Children express their thoughts and ideas well. They delight in taking part in role play activities as they imitate first hand experiences, such as making meals, taking the dolls for walks and changing nappies. Children express their needs stating when they are hungry, and happily sing their favourite songs and action rhymes spontaneously. Babies are involved in all the activities and they use utterances to express their needs, which the childminder quickly responds to. Children enjoy learning about the world around as they go on outings and take part in activities relevant to different cultures, such as the Chinese New Year and Easter. They are beginning to learn about technology through electronic toys and telephones. Children develop their physical skills well owing to good access to the garden and opportunities to play in park and at toddler groups on large apparatus. As a result children build confidence and understand the positive benefits of being healthy and active.

The childminder promotes the welfare of children very successfully in an environment that is safe, welcoming and where risks to children are minimised. For example, dangerous substances are locked away. The children are also learning how to keep themselves safe and healthy through taking part in the fire drills, road safety, and they learn about hygiene and healthy foods. Whilst the childminder carries out risk assessments of her home, these are not recorded as required by the Early Years Foundation Stage.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

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

Quality and standards

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

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the requirements of the Early Years Register.

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.