

Inspection report for early years provision

Unique reference number	EY372224
Inspection date	03/12/2008
Inspector	Carole, Jean Craven
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 applicant lives with her husband and two children in a four bedroomed terraced property in the Elland area of Halifax. The home is within close proximity to local amenities and with easy access. The applicant is registered for four children under eight years. The whole of the ground floor and the bathroom and second bedroom on the first floor will be used for childcare purposes. Children will access outdoor play in the garden to the rear of the property.

The childminder is registered to care for two children in the early years age group. There are currently three children on roll who attend for a variety of sessions.

Overall effectiveness of the early years provision

Children are making good progress in their learning and development and their welfare is very well promoted. They are cared for in a safe and stimulating environment where their individual needs are considered and met. Children are happy, settled and confident in their surroundings. Good information is shared with parents and other professionals ensuring consistency of care. The childminder has effective systems in place for monitoring and evaluating her practice as well as identifying her strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- provide visible evidence of numbers in the playroom
- continue to improve knowledge and understanding of children with disabilities and special educational needs.

The leadership and management of the early years provision

The childminder has a very positive attitude to self evaluation and her professional development through ongoing training. She has identified the need to improve her knowledge of child development and how to link individual needs to inform future planning. She is currently accessing training in these areas through the local authority early years team. Children's records of achievement include photographs, artwork and evaluative observations and children's next steps in learning. Parents are invited to contribute to children's learning journeys and record where they think children have made progress and where they would like any extra input.

Parents are given very good information about all areas of the childminding service and children's learning and development. They are given copies of all policies and procedures and children have a daily diary which keeps parents informed about what children have eaten, sleep patterns and activities. Weekly planning is displayed for parents to give them the opportunity to talk to their children about what they are doing at the childminders. The childminder works closely with other

childminders in the area to plan and share ideas but has difficulty in working closely with the local school as they do not encourage this.

The childminder understands her responsibility under the Children Act to keep children safe and keeps up to date with training and changes to legislation. She has very comprehensive and well thought out risk assessments in place and they are reviewed regularly. Children are taught about road safety and fire evacuation procedures and weekly checks on smoke alarms and carbon monoxide detectors are recorded.

The environment is clean, warm and very well cared for. Resources, toys and equipment are all in good, clean condition and of very high quality. They are easily accessible to children as they are stored at their level in toy boxes, low cupboards and on open shelving.

The quality and standards of the early years provision

Children are making very good progress towards the Early Years Foundation Stage. They are given good one to one support in their learning and development and the childminder provides an environment that effectively contributes to their learning. They have lots of space to move around freely and make choices about their play and initiate their own learning. They are aware where each resource is stored and make choices from toy boxes labelled with pictures of their contents. They experience a good sense of belonging through the warm and welcoming environment where children's artwork, pictures and posters are displayed in the play room and entrance hall. The childminder plans her routine to ensure that children have lots of experiences of purposeful play and exploration. She spends a great deal of time extending their language skills and critical thinking. For example, the children were blowing bubbles during water play and as they popped, she asked them 'where do you think it has gone?' or 'what do you think happens next?' before turning the page in a story book. Children have daily opportunities for outdoor play. In good weather they can access the outdoor area as they choose. They go on regular walks and visits to toddler groups to extend their experiences of their environment and socialisation. They can rest or sleep as they need. Children learn about problem solving, reasoning and numeracy in their day to day practice. This is promoted through singing number rhymes and counting every day objects, they are asked to think 'is this bigger or smaller, will this fit into here?'. However children are not presented with enough opportunities to recognise numbers during their play.

Interaction between the childminder and the children is very good. They have lots of cuddles, eye contact and conversation and the childminder spends time playing with them on the floor and at their eye level. Children are encouraged and praised for reaching milestones, such as trying to put on their aprons and wash their own hands and this gives them a feeling of self worth.

There are currently no children attending with English as an additional language or with learning disabilities or difficulties. The childminder should ensure that she continues to develop her knowledge and understanding in this area. However, she

recognises the uniqueness of each child. She makes sure that she is aware of their individual needs with an assessment at intake and regular questionnaires for parents.

Children are cared for in a safe, clean environment where they learn to take care of themselves. They are given gentle reminders to try not to spill water as they may slip and to wash their hands at appropriate times during the day. They are learning about personal hygiene and each child has a different coloured cloth to wash and dry their hands to prevent cross contamination. The childminder provides a healthy range of freshly prepared and home cooked meals and snacks. They sit at the table to eat, with the childminder, who uses this time to encourage social skills and language development.

Children are well behaved and learn about what is acceptable behaviour through effective strategies such as basic house rules and stickers for positive behaviour. Children were observed to care for each and are sensitive to each others needs. For example, children were observed to cuddle each other during their play together. They play well together and side by side and are very happy and content in the childminder's care.

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?	3
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?	3

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 since registration.

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.