

Inspection report for early years provision

Unique reference number	EY377835
Inspection date	10/11/2008
Inspector	Helene Anne Terry

Type of setting	Childminder
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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 2008. She lives with her husband and two children aged 11 and 15 years in a detached property in Halifax, West Yorkshire. The childminder cares for children with an assistant on most days of the week. Access to the home is via the front garden. Areas of the home used for the children include the whole of the downstairs 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, however, when minding with an assistant can take up to 12 children. At present she has 12 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 family have pets including a cat, guinea pig and two lizards. The childminder is a member of the National Childminding Association and is a qualified primary school teacher.

Overall effectiveness of the early years provision

The childminder is committed, enthusiastic and reflective in all areas of her work. As a result, she critically evaluates her practice and continues to take effective action to improve the provision for the children who attend. The childminder understands the individual and diverse ways that children learn and develop. Consequently, she is able to promote inclusive practice by actively supporting all children and extend their learning. Children make excellent progress across all areas of learning owing to the childminder's exemplary understanding of how children learn and her ability to highly motivate children. The childminder establishes and maintains very good relationships with children, parents and other professionals who deliver the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- maintain a record of when fire drills are carried out and record any problems encountered.

The leadership and management of the early years provision

The childminder is reflective in her practice. She is beginning to use self-evaluation effectively for the purpose of improving the quality of children's learning experiences and standards of care. Positive steps are taken to gather the views of

parents and children about the quality of service provided. For example, parents complete questionnaires and children's ideas are incorporated into the activities. The childminder also seeks support from the local authority's development workers and she is working towards being accredited. She acknowledges her strengths and areas that she wishes improve, for example, she is intending to develop a vegetable garden with the children in the spring. The childminder also regularly attends short training courses and uses the information that she gains to ensure that her practice is up-to-date.

The childminder works collaboratively with parents and other professionals. This ensures that children's needs are planned for across the differing provisions that they attend. She has links with the local school and pre-school. Parents receive very good quality information about the setting in the form of an information leaflet, policies and procedures, menus and daily diaries. Information is also shared through daily chats, notice board and occasion letters. Parents have very good access to children's achievement records and receive information on how they can extend their child's learning at home. As a result continuity of care is very effectively promoted.

Children's welfare is safeguarded and promoted well. The childminder is able to recognise signs and symptoms of abuse, and demonstrates that she has the ability to act appropriately to safeguard children in her care. There is a written child protection policy in place which all parents are made aware of. There is a good range of written policies and procedures in place which support the childminder in promoting children's welfare and learning. All adults in the home including the assistants have been appropriately vetted to ensure that they are suitable to care for children.

The quality and standards of the early years provision

The childminder establishes and maintains a safe environment and employs good practices that promote children's health, safety and overall well-being. For example, effective and regular risk assessments are carried out on the premises, indoors and outdoors, and on any toys and resources that the children use. Parents are made aware of the childminder's written sickness policy and effective steps are followed to prevent the spread of infection. Young children are beginning to understand the dangers in their immediate environment and know how to act to keep themselves and others safe. For example, children understand that they have to ensure that small pieces of equipment are not left on the floor now that the baby is crawling. They are learning how to use scissors and knives safely and when on outings learn about road safety. The children regularly take part in fire practices, however, a record of these practices are not currently maintained.

Children are provided with an excellent range of interesting activities and experiences which enable them to make rapid progress in their learning and development taking into consideration their starting points. The childminder takes time to talk to the children about what they like to do and involves them in her planning. Children's interests are followed and she expertly introduces their individual learning plans into incidental learning experiences that arise. Adult led and

child initiated activities are both used exceedingly well to enhance learning across all areas of development. The childminder's observations of what children can do are used very successfully to plan their next steps in their learning. These records are shared with parents and they are able to contribute to them.

Children's curiosity, creativity and critical thinking is supported and extended through the highly skilled way that the childminder and her assistant interact with them throughout the day, asking them questions which make them think. For example, when a toddler plays with the dolls undressing and dressing them they are asked what clothes they put on first, to enable children to develop sequencing skills. Children are developing excellent social skills. They show care and concern for others as they cuddle one another, help each other by giving out aprons and use manners. Those toddlers finding it difficult to share are given extra support and are praised for their efforts. Methods used to encourage children's understanding of acceptable behaviour are outstanding. Positive terms of phrase are used at all times and words, such as 'do not' are avoided. As a result, children's self-esteem and confidence is boosted extremely well. Babies delight in finding themselves in the mirror and their language skills are developed by imitating sounds and words as adults make close eye contact. Three-year-old children are beginning to recognise the sounds of some letters of the alphabet and enjoy attempting to write their own names. Children are learning problem solving skills as they complete jigsaws, inset boards, and set the tables at snack time. They also learn simple calculation skills as they sing songs and rhymes, such as 'five little monkeys'. Children are active in the community and learn about the world around them. They learn about life cycles of plants and insects and enjoy visiting shops, post offices and other places of interest. Children have lots of opportunities to be creative as they paint, do collage work, make models, play with the dough and take part in role play. They also enjoy singing and playing with the musical instruments.

The childminder makes good use of outdoor areas to promote children's large physical skills and their understanding of exercise to keep themselves healthy. She talks to children about keeping their hearts strong through exercise and they enjoy playing in the garden, and going to parks and play gyms where they use large apparatus. They also have opportunities to paint and play with water and sand outdoors.

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?	1
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?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 registration or 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.