

Inspection report for early years provision

Unique reference number	EY374775
Inspection date	10/12/2008
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 childminder has been registered since 2008. She lives with her husband and three children aged three, nine and 10-years-old in the Crosland Moor area of Huddersfield. There is level access to the premises. All the ground floor and first floor bathroom are used for minding. There is a fully enclosed garden for outdoor play. The family have two cats and a dog. The childminder takes and picks up children from local schools and playgroups. She takes the children to toddler groups and local parks.

Overall effectiveness of the early years provision

Children's welfare is promoted satisfactorily and children are making progress in their learning and development. Close liaison with parents enables the childminder to meet children's needs but planning for their development does not reflect children's individuality. Observations are not yet used to promote challenge and show progress. The childminder is aware of her strengths and weaknesses and has identified areas for improvement and a commitment to achieve this. Children are happy, settled and confident in their surroundings.

What steps need to be taken to improve provision further?

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

- to improve systems for planning for individual children
- develop children's records of achievement to show observations of progress and promote challenge
- improve resources that reflect equality and inclusion.

The leadership and management of the early years provision

The childminder has a positive attitude to self evaluation and her professional development through on-going training. She has identified the need to improve her observation and assessment skills to inform future planning and the development of children's records of achievement. She is currently accessing training through the local authority early years team.

Parents are invited to contribute to their children's learning through daily diaries and regular discussions about their child's progress. All parents have contracts which are reviewed and policies and procedures are shared at intake. Children have a daily diary which keeps parents informed about what children have eaten, sleep patterns and activities. The childminder attends a local drop in group for childminders and she uses this facility to exchange ideas and discuss improvements to her service. Parents are invited to contribute to children's daily diaries and record where they think children have made progress and where they would like any extra input.

The childminder understands her responsibility under the Children Act to keep children safe and keeps up-to-date with training and changes to legislation. Risk assessments are in place and the childminder records her findings monthly. All other required policies and procedures for the safe and efficient management of the provision are in place and confidentiality is maintained. She holds an up-to-date qualification in paediatric first aid.

The environment is clean, warm and homely. Resources, toys and equipment are all in good, clean condition and of satisfactory quality. However, resources that reflect equality and inclusion should be improved. All resources 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 satisfactory progress towards the Early Years Foundation Stage. They are given individual support in an environment that supports their learning and development. They have room 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 kept at their own level. The childminder plans her routine to ensure that children have daily fresh air and exercise and opportunities for exploration and extending their gross motor skills on visits to the park and local walks. She spends time extending their language skills and thinking, for example, the children identify body parts and are asked 'what do we use this for?' or when looking at farm animals they identify each one and think about the noises they make. They go on regular walks and visits to toddler groups to extend their experiences of the local environment and for 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 as part of their play.

Interaction between the childminder and the children is 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 feed themselves or showing care and concern for other and this gives them a feeling of self-worth.

Planning is basic and needs to be extended. The childminder has regular routines which gives the children a feeling of stability and confidence. She has begun to keep a daily diary and meets parents on a monthly basis to discuss progress. However, children's records of achievement need to be developed. She makes sure that she is aware of children's individual needs with an assessment at intake and regular discussion with parents.

Children are cared for in a safe, clean environment where they learn to take care of themselves. They are learning about personal hygiene and safety, both indoors and outside. They are aware of basic road safety as they have regular reminders about listening for cars as well as looking for them. They are encouraged to wash

their hands after visiting the toilet, before handling food and after touching the dog. The childminder provides a healthy range of freshly prepared and home cooked meals and snacks. She uses meal times to encourage social skills and language development.

Children are well behaved and learn about what is acceptable through positive strategies appropriate to their age. 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 together side by side and are 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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
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
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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 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.