

Inspection report for early years provision

Unique reference number	EY333956
Inspection date	02/12/2008
Inspector	Shaheen Matloob

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 April 2006 and works with a co-childminder from the co-minder's address, a through by light terrace house in the Hebden Bridge area of Halifax, West Yorkshire. Local amenities, such as shops, library, schools are all within walking distance. The whole of the ground floor, basement kitchen and first floor bathroom are used for childminding purposes. There is no access to outdoor play at the property but children have regular opportunities to develop their physical skills at the local park.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children at any one time and eight children when working with her co-childminder. Currently the childminder has 12 children on roll jointly, with five children in the early years age group, three children over five years of age, who attend various sessions, and one child before and after school.

The childminder transports children in a vehicle and takes and collects children from school. She is a member of the National Childminding Association and the local childminding network.

Overall effectiveness of the early years provision

The childminder works extremely well to recognise and meet the unique needs and welfare of all children. All children can access and take part in the available activities and the childminder uses sign language with all children, including babies, and is successful in promoting an inclusive provision for all children. She includes parents and carers in children's learning verbally but there are no established systems to encourage parents to continue children's learning and activities at home. The childminder uses verbal methods to evaluate her provision; however, these are not effective as there are no systems in place for regular quality checks which result in clear identification of weaknesses 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:

- develop ways in which parents are meaningfully involved in supporting their children's learning and development
- develop methods of regular quality checks and self-assessment, leading to clear identification of targets for further improvement in provision and outcomes for children.

The leadership and management of the early years provision

The childminder works effectively with her co-childminder to create an effective and efficient environment where children are safe, confident and are able to make good progress towards the early learning goals. The childminder is enthusiastic and motivated, clearly enjoys her role, which benefits children's welfare, learning and development. As a member of the local childminding network she has used parental questionnaires and the Ofsted self-evaluation form to identify the need to extend resources that promote diversity. However, there are no regular methods of self-evaluation in place for regular quality checks, to identify clear areas of improvement for the provision and outcomes for children. All previous recommendations since the last inspection have been addressed, which promotes children's safety. The childminder has attended many relevant and beneficial workshops and training courses since the last inspection and uses the skills and knowledge gained through these to improve overall outcomes and learning experiences for children. The childminder liaises with external agencies and staff from the local schools to support children's learning and ensure that children's needs are met consistently, including children with learning difficulties. Overall policies and procedures are clearly written and used effectively to promote the welfare of children; however, there is no complaints procedure in place as required by the EYFS.

The childminder works successfully in partnership with parents to meet the individual needs of children and families. Parents receive good quality information about the provision in the form of a welcome pack. An effective induction and settling in period ensures that parents are able to share valuable information about their children when they first attend. As a result, parents are happy with the service and comment that the childminder 'has very good understanding of children's needs, provides hands-on experience, and that the service couldn't be any better'. Information is shared effectively including verbal communication and written records. These contribute to keeping parents well informed of their children's achievements and progress, although, there are limited meaningful opportunities for parents to be involved in their children's learning, and continued play and learning activities at home. There is a clear and informative noticeboard with useful, up-to-date information for parents. Children's learning journeys contain brief information about the six areas of learning to help parents to develop their knowledge of the EYFS.

The childminder has attended a high level of safeguarding training and had a secure knowledge of child protection issues. She is fully aware of her responsibility to protect children in line with relevant guidance and uses the knowledge gained to ensure that the welfare and safety of children is paramount. The safeguarding policy is shared with parents and supporting documentation is maintained in the event of a concern being raised.

The quality and standards of the early years provision

Children make good progress in their learning because the childminder has a good understanding of the EYFS and has attended relevant training to support her knowledge. Children are happy and enjoy coming to the childminder as they explain how they like everything including the childminder. Children thoroughly enjoy attending the setting and eagerly arrive with parents, separating with ease and confidence. They are confident speakers and talk about their personal events, such as having a pirate birthday party. Babies benefit from individual care routines, which are consistent with home experiences and result in children being secure and confident. Children relate well with each other as they play independently and co-operatively and have excellent relationships with the childminder and the co-childminder's children who look after children and happily read stories to them.

There is planned, purposeful play and exploration, both in and outdoors, with a balance of adult and child-led activities that result in children being active learners, creative and think critically as the childminder follows children's interests and needs. Children initiate activities as they are able to freely select from a wide range of commercial and natural toys. Children remain motivated and engaged in both planned and child-initiated activities as the childminder effectively questions and supports them to enhance learning. Individual learning journey's containing information about children's developmental progress, observations and photographs are used well and linked to the learning goals. They also highlight the significance in children's development and identify the next steps in children's learning and development.

Children are cared for in a warm and welcoming environment where good standards of hygiene are maintained throughout. They learn the importance of good hygiene and personal care through established daily routines, such as hand washing. Gentle reminders encourage children to put their hands over their mouths when they cough and the childminder explains how this stops germs from spreading. Meals are freshly prepared, healthy and limit additives and sugar to promote healthy growth and development. The childminder takes into account the wishes of parents, children's choices and dietary needs. Children help themselves to fresh drinking water throughout the day to remain hydrated. Mealtimes are calm and relaxed where children clearly enjoy their food and participate in social interaction, also communicate using sign language. Robust steps are taken to minimise hazards to children and a thorough risk assessment carried out regularly ensures that potential hazards both indoors and outdoors are minimised successfully. The childminder achieves a good balance between freedom and safe limits through being vigilant but also allowing children to be aware of dangers for themselves and their own limitations and abilities. Children learn about road safety through a traffic lights game, which parents follow at home, promoting consistent messages.

Children are encouraged to be involved in the life of the setting from helping to tidy up and setting the table and older children help younger children. Personalised care is delivered to children and families, making them feel included, safe and valued, and giving children the best start in life. All children are valued as

individuals and their individual needs are recognised, appreciated and met very well. They enjoy trips within their local community and learn about diversity through a range of activities, food and cultural resources. The childminder recognises and sets reasonable and appropriate limits to manage children's behaviour, taking into account their age and development. She has a very calm and patient manner and is able to deal with challenging behaviour and deal with any conflict effectively and sensitively. Constructive and positive rewards, such as praise and encouragement, are used to encourage further effort and reward positive behaviour.

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint. (CR4.1) (also applies to the voluntary part of the Childcare Register)

09/12/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above/in the voluntary Childcare Register section of the report (CR4.1)

09/12/2008

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.