

Inspection report for early years provision

Unique reference number	EY296692
Inspection date	06/05/2009
Inspector	Alexandra Cole
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 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 and is registered to care for six children under eight years of age. She is currently caring for four children in the early years age group. She also provides care for children before and after school and during the school holidays. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

She lives with her husband and two children in a semi-detached house in the Holmfield area of Halifax. Minded children have access to most of the ground floor with toilet and sleeping facilities located upstairs. Children access outdoor play in the garden to the rear of the property. The family has two pet cats. The childminder is a member of an approved childminding network and is currently in receipt of funding for early education for three and four-year olds. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are very happy and settled and benefit from a warm and caring relationship with the childminder. Effective steps are taken to provide an inclusive environment that welcomes children's individuality. The childminders ability to assess the strengths and weaknesses of the provision is good and she has a positive attitude to improvement. Children are making good progress towards the Early Learning Goals and their development is monitored in an effective way.

What steps need to be taken to improve provision further?

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

- develop the system of assessing children's development to ensure clear learning priorities are identified that are matched to the expectations of the early learning goals
- develop the range of resources that promote children's understanding of information communication technology.

The leadership and management of the early years provision

Policies and procedures required for the safe and effective management of children are well organised and contain all of the required information. The childminder has a clear understanding of her role towards protecting children and is able to put relevant procedures into practice. In addition, a visitors policy demonstrates the childminder's commitment to protecting children from harm. Good attention is given to assessing the strengths and weaknesses of the provision and this system effectively identifies ways of enhancing the quality of children's care and education.

The childminder promotes positive relationships with parents effectively. They are given a good amount of information about the service including copies of the policies and procedures. She records detailed information regarding children's personal care in order to promote continuity of care. Parents are welcomed into the setting and are given regular access to their child's developmental records and their views regarding their child's care and education are routinely sought. She gathers detailed information regarding children's individual needs and knows the children in her care very well which enables her to provide individualised care and education.

High priority is given to keeping children safe and the comprehensive risk assessments ensure all risks to children within the home are minimised. The childminder has effectively addressed safety issues highlighted at the previous inspection which demonstrates her commitment to continuous improvement. Children's welfare is of up most priority whilst on outings and the documentation used to assess any potential risks includes ways to teach children how to keep themselves safe.

The quality and standards of the early years provision

Children are making good progress in all areas of learning and enjoy their time with the childminder. They concentrate well as they spend a long period of time expertly using tools to cut the play dough into very small pieces. The childminder effectively responds to the vocalisations of younger children as they loudly demonstrate their desire for particular toys.

The childminder has a good understanding of child development and assesses children's development through observing them at play. However, the steps identified to challenge children further do not always directly link to children's individual development. The childminder provides children with good opportunities that effectively promote their understanding of diversity. For example, as well as the children accessing resources that reflect a diverse society the childminder has introduced children to cultural celebrations, such as Chinese new year and Diwali.

The childminder plans a good range of activities in line with children's interests. For example, their curiosity in 'bugs' has led to them accessing a wide variety of activities that link to this subject, ensuring they remain challenged and motivated to learn. Children's spontaneous play is effectively responded as the childminder adapts planned activities to suit their interests. For example, after enjoying singing time with the musical instruments children instigate a 'marching band' where they inform the childminder "you march, okay". Children are delighted as she joins in with the 'marching' and younger children smile with delight as she bends down to speak to them as they all march around the room.

Children's interest in books is effectively promoted as they have free access to the book area. Younger children enjoy this time when they push the buttons of a book to make animal sounds, vocalising delight at their achievement. Children's knowledge of the world around them is promoted well as they have been looking

at tadpoles whilst learning about the lifecycle of frogs. The environment effectively promotes children's learning and development because toys and resources are available for self-selection which promotes their independence and decision making skills. However, the range of equipment that promotes children's understanding of information and communication technology is limited.

Children's health is well promoted because they benefit from healthy and nutritious food that is home cooked and in line with their dietary requirements. Their food is attractively presented and they relish eating their snack of strawberries, orange and banana. Their writing skills are developing well as they write a 'cheque' in the home corner area and their art work depicts a letter where they have drawn a 'stamp' on the envelope. The childminder has a warm and caring manner with children and their personal, social and emotional development is effectively promoted. For example, as children 'snuggle in' to her when feeling shy and when she cuddles them closely to comfort them when they have hurt themselves.

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

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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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