

Inspection report for early years provision

Unique reference number	303658
Inspection date	06/04/2009
Inspector	Shaheen Matloob
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 was registered in September 1996. She lives with her husband and adult son in the Holmfield areas of Halifax, West Yorkshire, close to shops, parks, schools and public transport links. The whole of the ground floor and an office and two bedrooms on the first floor of childminder's home are used for childminding.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group, who attend various sessions. She also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The childminder walks or uses her vehicle to collect children from the local school, and attends childminder support group on a regular basis. She is a member of an approved childminding network and is currently in the process of registering to obtain funding for early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder works well with parents, welcoming their comments in order to improve her setting although, parents are not fully involved in their children's learning and development or the self evaluation process. Individual family beliefs are respected and a range of resources promotes children's awareness of differences and the wider world. The childminder shares information with other carers which secures continuity of experience between settings, and ensures that children's individual needs are addressed. Self evaluation procedures, alongside regular quality checks give the childminder a good understanding of her strengths and weaknesses and include plans for further improvement.

What steps need to be taken to improve provision further?

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

- employ a whole setting approach and involve parents and children in the self evaluation process
- develop systems to involve parents in their children's continuous learning and development by reviewing their children's progress and contributing to their children's learning and development records.

The leadership and management of the early years provision

The childminder has many years of experience of working with children and has a high regard for their well-being and care. She continually updates her knowledge and learns new skills by attending regular training and looking for ways in which to improve the quality of learning, development and care she offers. The procedure for self evaluation is generally effective and provides an accurate diagnosis of the strengths and weaknesses of the setting, it takes into account the views of parents and children through discussions although, parents and children's involvement is not fully robust. Regular quality checks are conducted by the local authority to monitor and evaluate her practice, alongside action plans created by the childminder, which highlight any areas for improvement and the action required. This system results in actions leading to improvements and a positive impact on children, who make good progress in their learning and development.

Partnerships with parents are well-established and positive. The childminder understands her role in working collaboratively with parents to support their children. She provides parents with good information about all aspects of the setting and activities. A successful induction and settling in period encourages parents to share what they know about their children when they first attend. Information about children's needs, interests and care routines is identified and used to incorporate into effective planning documents. A two way flow of information is used to keep parents up-to-date about children's learning and development, in the form of daily diaries and learning journeys. However, system for parent to review and contribute to their children's learning and development records is not fully embedded. The childminder liaises with other carers where children also attend to promote continuity of care and learning.

The childminder has a good understanding of child protection issues and procedures and keeps her knowledge up-to-date through attending relevant training. She works in partnership with parents to safeguard children, sharing an effective policy and taking positive action to promote children's safety. The childminder is clear about her role in protecting children, and is able to follow appropriate procedures and liaise with relevant agencies if a concern about children's safety and welfare is raised.

The quality and standards of the early years provision

Children are involved, motivated and interested in a broad range of developmentally appropriate indoor and outdoor activities, which offer good levels of challenge. They have effective opportunities to help them make good progress across all areas of development. Good quality equipment and resources are attractively displayed and accessible, so that children can make informed choices about what they want to play with. Children enjoy the role play kitchen, promoting their social skills as they play alongside each other. The childminder systematically undertakes observations of children to establish children's achievements and the next steps in their learning. These are matched to the learning goals, and used to help them make progress and identify the resources and planning required to do

this.

Children display an enthusiasm for physical activity, which is accessed daily. They have access to an exciting outdoor area and a wide range of equipment, such as a tunnel, wheeled toys and a slide to promote physical development. Younger children enjoy playing foot ball as they kick and use their tummy to roll on the ball. This helps to develop balance, control and strength. Children enjoy role play as they work and play together well, co operating and sharing toys and resources. They know that tools can be used for a purpose, using a knife and know that it's for cutting. They listen to stories, developing concentration skills and help to turn over the pages. Other children play doctors and they write for a purpose, using a small clipboard and pencil to record what has happened to the patient and what medicine they need.

Effective procedures are in place to promote children's good health and well being. Good standards of hygiene are implemented, to prevent the spread of infection and the childminder takes positive action when children are ill. Children learn the importance of personal hygiene through established daily routines. Disposable wipes are used frequently during the day to maintain hygiene in between. The use of disposable gloves and aprons for nappy changes alongside cleaning routines ensures that good standards of hygiene are sustained. Children are provided with well-balanced, home cooked and nutritious food. Mealtimes are relaxed, where children enhance their social skills and develop good eating habits. They thoroughly enjoy and explore their food saying that it is 'yummy'. The childminder has obtained a 'very good, four stars out of five' hygiene star rating certificate through a local authority scheme.

The childminder is able to manage a range of behaviour using positive strategies to promote children's welfare and development. Clear and realistic expectations help children to understand what is expected of them and the difference between right and wrong. Good behaviour is rewarded with praise, to build children's confidence and self esteem. Children demonstrate care and respect for each other, in particular older children as they offer comfort to younger children by giving them a cuddle. Children have a sense of belonging as their art work is respected and either displayed or sent home to show parents their achievements. A meaningful range of resources and activities promotes a positive view of the wider world, and encourages children to develop an awareness of diversity and others.

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:	Met
---	-----

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