

Inspection report for early years provision

Unique reference number	503287
Inspection date	23/04/2009
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).

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 April 2001. She lives with her partner and two children aged 12 and 14 years in the Elland area of Halifax, West Yorkshire. Local amenities, such as a recreation ground, library, park and schools are close by. The whole of the ground floor of childminder's home is used for childminding purposes including a designated playroom.

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. She also offers care to three children aged over five years, all children attend various sessions. This provision is registered by Ofsted on the early years register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school. She attends childminding support groups and toddler groups on a regular basis. The childminder is a member of an approved childminding network and a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's care and learning is enhanced by the efficient and effective organisation of the home. The established partnership with parents ensures that each child's unique needs are met effectively. The childminder promotes positive attitudes towards diversity and difference so that children learn to equally value diversity in others, making a positive contribution to society. The action taken to tackle the identified weaknesses, including those identified during the previous inspection is mainly effective in terms of improved provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- improve observations and the next steps in children's learning and match these to the expectations of the early learning goals
- develop the information gained from self-evaluation and quality checks to prioritise areas for development that will improve the quality of provision for all children.

The leadership and management of the early years provision

Effective and efficient organisation of the childminder's home ensures that children have excellent opportunities to access a wide range of developmentally appropriate resources, including an exciting outdoor area, which they can access independently

and make informed choices about their play. Effective steps are taken by the childminder to evaluate and monitor the provision to promote children's welfare, learning and development. She implements a whole setting approach involving children and parents through questionnaire's and discussion. This gives the childminder a good understanding of her strengths and weaknesses. However, the information gathered regarding identification of targets for further improvement is not fully established. The childminder liaises with other professionals ensuring that each child gets the support they need. She has a good relationship with school staff and shares information about children's welfare, learning and development, to ensure continuity of care and transition. All policies, procedures and records are used effectively and fully understood by the childminder and parents to protect children, promote their well-being and support children to develop their potential.

Parents receive clear and detailed information about the setting through an 'enrolment' booklet, discussions and a parent's notice board. There is an effective two-way flow of information, knowledge and expertise shared between parents and the childminder and she welcomes parents comments and contributions. Parents have good opportunities to share what they know about their child. Discussions, observations and written records completed during the introduction and settling in period, provide the childminder with information to establish children's starting points and capabilities. Parent's are kept informed of their children's achievements and progress through daily discussions and written records, which contain photographs, children's work and observations. These are freely accessed and can be taken home by parents.

The childminder demonstrates a level of commitment to children's safety. She creates an environment where arrangements to promote the safety and protection of children are robust. She has extensive knowledge of child protection issues and safeguarding procedures, through relevant training. This ensures that effective systems are in place to up-date her knowledge, review and manage policies and take steps to liaise with appropriate agencies for identifying any child at risk from harm.

The quality and standards of the early years provision

Children are very happy, settled and secure in the childminder's home. They readily engage in conversation with the childminder and visitor's. They explain that they like coming to the setting and enjoy completing the jigsaws the best, but they can choose other toys if they wish. The childminder has a good knowledge of the foundation stage and how children learn effectively. She plans a wide and exciting range of first hand experiences and activities, which are based on children's individual needs and interests. As a result children are motivated and make good progress in all areas of learning. Planning is flexible, responding to children's ideas and spontaneous events. Parents review their children's progress regularly and contribute to their children's records, which contributes in supporting and extending their children's learning and development. Systematic observations and records of children's achievements and progress are used to inform planning for the next steps in children's learning, although the links between observations and the next steps in children's learning are not fully established to match to the

expectations of the early learning goals. Children have excellent opportunities to develop number and mathematical skills. They use number spontaneously in their play and recognise numbers of personal significance. Some children can confidently count to 20.

Children thrive because the childminder successfully implements highly effective procedures and practices which meet children's physical, nutritional and health needs. Children have independent access to an exciting outdoor area, using a broad range of resources, wheeled toys, footballs and other activities which enhance their physical development and their understanding of healthy living. They also walk to school, visit the local park and are involved in competitions to develop their physical abilities. Children have a clear understanding about good personal hygiene and consistently follow established and well thought out practices. Disposable wipes are used throughout the day to keep hands clean. Children also wipe the table after a creative activity. Fresh drinking water is available at all times and meals are a social occasion where, the childminder and children sit, eat and chat about what they have enjoyed doing. Children have outstanding opportunities and first hand experiences to learn about the importance of a healthy lifestyle. They plant various fruit and vegetables, carefully monitoring their growth and caring for them until they are ready to eat.

Risk of accidental injury to children is minimised because the childminder is extremely vigilant and the use of thorough and comprehensive risk assessments for indoors and each specific outing ensures that all potential risks are identified, checked regularly and prevented. She has an excellent understanding of safety and achieves a good balance between freedom and safe limits, involving children in organising their own safety. For example, children conduct their own risk assessment in pictorial form. As a result, they are very clear about road safety and how to keep themselves and others safe. Children's behaviour is consistently of a high standard. The childminder has high expectations and sets clear and consistent boundaries to avoid confusion. Sensitive explanations help children understand the difference between right and wrong. This helps them to negotiate, share and take responsibility for their own behaviour. Children have a clear understanding of the boundaries as they have devised house rules and in return they respect each other and their environment. All children are welcomed and play a full part in the setting because the childminder values and respects their individuality and the family context for each child.

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?	1
How well are children helped to be healthy?	1
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

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